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Service measurement of RIT co-op program

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Service Measurement
of
RIT Co-op Program

by
Veeramol Maneeratanasarn

A project submitted to the
Faculty of the school of Food, Hotel, and Travel Management
at
Rochester Institute of Technology
in partial fulfillment of the requirements
for the degree
of
Master Science

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ROCHESTER INSTITUTE OF TECHNOLOGY
School of Food, Hotel and Travel Management
Department of Graduate Studies

M.S. Hospitality-Tourism Management
Presentation of Thesis/Project Findings

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Service Measurement of RIT Co-op Program

Veeramol Maneeratanasarn

Abstract

This is a continuation of project in service measurement in RIT cooperative education program developed by Aynah Virani in 1993. This study is testing a SPSS (the Statistical Package for the Social Sciences) program that analyze statistical data for the evaluation process in School of Food, Hotel, and Travel management.

The t-test is done in 3 years from 1993 through 1995 in gender and major of students and gender of employers. The questionnaire is already in use. The data is obtained from employers and student forms and it has to be paired to use in the research. There were 37 pair of participants in 1994 and 90 pair of participants in 1995 compare with 93 pairs of participants in 1993 which is already collected.

Most of the significant differences are in food major. There are eight significant differences in food vs. hotel, six in food vs. nutrition and three in food vs. travel. The other results are six differences in hotel vs. travel and six differences in travel vs. nutrition. Twenty of significant differences have p-value less than or equal to

0.1, nineteen of them have p-value less than or equal to 0.05, three of them have p-value less than or equal to 0.01 and none of them has p-value less than or equal to 0.001. The lesser p-value the more the differences.

The most significant changes category are 'pay' by gender and by major. Average men were paid more than women and diversity in major but still less satisfaction than other categories in student rating. Sex of evaluator has most effect on what they evaluated in 1995. Generally, male employers gave the higher rating to student more than female employers in 1995. Housing and coop coordinator are another differences occurring by major. Hotel and travel majors have the less satisfaction value to their housing and coop coordinator.

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Chapter 1

Introduction and statement of study

Introduction

Rochester Institute of Technology (RIT) coop program is the fifth largest and the fourth oldest in the United States. Each year, 1,300 employees employ more than 2,500 students of RIT. The Co-operative Education is a part of the curriculum in the School of Food, Hotel and Travel Management since 1912. All FH&T students complete a minimum one year of courses before they are eligible to start their co-op work experience. As the co-op students, they can gain experience by applying what they have learned in the class room. The coop experience can help the students plan their career goals and get a connection with employers for employment in the future. Furthermore, the wages that gain by working can help in financing their education.

Background

For the school of Food, Hotel and Travel Management, to continue relationship with their coop partners is essential. To have communication between employer and student is

important for coop system so, a formal statistical tool is set to figure the evaluation forms filled out by students and employers.

Statement of problem

After the students and their employers filled out the evaluation forms that provided by the coop office, these forms are collected by a statistical program. The computer program referred as the Statistical Package for the Social Sciences (SPSS) is designed for evaluating the process in the School of Food, Hotel and Travel Management. The quantitative measure for analysis of the coop program has never differentiated by sex and major. In general, the different gender has the difference in decision making and the different majors cope the different problems as well. Unfortunately, the 1993 data was never compared with the data in 1994 and 1995. Therefore, the effective use of coop report information has never been measured.

Purpose

The purpose of this study is to know how effective of RIT coop program. The information, the student satisfaction

and evaluation of the coop learning, will benefit the new coming coop.students. To compare the evaluation between 1993 through 1995 is also a part of a project. By categorizing the report by sex and major, the coop program can obtain the knowledge of what the differences between them.

Significance

A SPSS program help in grouping the data and save time instead of manually collecting the file. It can be used as a reference in making decision for future use of the coop. The comparison between sex and major is to analyze the problem and solutions of each group. The 1995 data is the most recent data we have. However, by comparing with the last data 1993, the result will be known whether the satisfactory of coop students'and employers increase or decrease or has no change during 3 years. It will be longitudinal study for the future year. The information from measuring the benefit of coop will be advantage to the coop system.

Methodology

1. Sample population The data has already collected by the coop office. The sample will be the population of RIT coop

students and employers. The data which is analyzed by sex and majors will be compare between 1993,1994 and 1995. In addition, the copy of coop work experience is attached.

2. Instrument

- RIT standard form.
- The SPSS computer program developed by Aynah Virani.

3. Administration of survey

- Total population in the coop VS total survey by hand out.
- Match of students and employers.

4. Analysis of data

SPSS program and t-Test.

Procedure:

- Put the 1994-5 data in the SPSS program.
- Compare the 1993 data which has collected already with 1994-5's.
- Bring the information which classified by sex and major.
- Note the differences.
- Analysis the data.

Hypothesis

From 1993 through 1995, the student comment evaluation has not changed much but may be a bit change in the expansion

in cooperative student. The different gender and age have the effect in making decision and solving the problem. Each major may has the different problems because the tasks are not the same. The difference between these two groups is still a question that need to be found by t-Test .

Definition of terms

Cooperative education: The access to alternate academic study with full-time paid employment that is planned, evaluated and directly related to your career goal.

P-value: Probability which can be defined as proportions that reflect the likelihood of a particular outcome occurring.

Statistical Package for the Social Sciences (SPSS): A computer program used to analyze statistical data.

t-Test: One of several statistical procedures used to test a null hypothesis. The t-Test tests a hypothesis concerning the mean of a normal distribution.

Assumption

Rochester Institute of Technology has not used SPSS program in evaluating the student categorized by sex and major ,and the longitudinal study of year 1993 ,1994 and 1995

has never done before. In my opinion, the coop didn't use the SPSS program effectively.

Scope and limitation

The scope will be RIT co-operative students in the school of Food, Hotel and Travel management. This study is used only to compare the employer evaluation and student evaluation form categorized by sex and major from 1993 through 1995.

Long range consequences

For the future year, this research hope that there is the continuous longitudinal study. After the research come out, the new coming student can use this survey to find a proper training job. The following improvement can occur: redesign the coop report filled out by student, bring this useful information to the curriculum, measure the experience VS curriculum. By using this research, the RIT coop program can develop their system in the decision process and bring to the better changes in the future.

Chapter 2

Literature Review

The literature review sources are First search-ERIC, the RIT coop handbook '94-'95 , the books related with gender differences area ,and a statistical program for analysis of student/employer coop evaluation form project done by Arynah Virani.

The literature review includes the questions that often asked by the coop students and employers. By looking at the result of significance differences in gender, the sources can bring some more topics in the coop area. The topics in the literature review are concentrated on the students and employers satisfaction, the continuous study in the future, the evaluation of coop learning.

What is cooperative education?

Co-operative education is a system of learning which combines classroom knowledge with related, productive, paid work experience. By changing academic terms on campus, student

can achieve the learning in workplace. The word co-op reflects the co-operative relationship between the student, the employer and the university. All three participation are obligated for a successful program.

Role of co-op program staff

Co-op coordinators develop the appropriate work term opportunities for students. The staffs help the student prepare for the successfully complete the coop work.

Coordinators and placement staff counsel student on resume and letter participation, interview skills, job search techniques, employer expectation, and way to strengthen opportunities on the job.

Student responsibilities

The students are expected to participate fully in the co-op process. The student general responsibilities are:

- Familiar with the co-op policies and procedures.
- Checking the co-op bulletin board regularly especially in the interview period.
- Meeting all the deadlines.

- Inform the co-op office of address changes.
 - Having an answering machine and check messages regularly.
- Leave the number when out-of-town.
- Keep contact with co-op staff.

What are the benefits?

- Look for potential career interests.
- Attain new skills and apply learning in classroom.
- Develop professional work habits and better human relations skills.
- Gain practical job experience prior to graduation.
- Increase chance of permanent employment.
- Get the financial support for the education.

Gender differences

For the results of significance differences in gender for coop works, the issue of gender differences must be mentioned. The research from the biological sciences, the social sciences, and psychology have contributed to the new idea and concept of gender differences.

Anthropological data

Males are, on the average, larger and have better physical strength than females. In child behavior, boys 3-6 years of age exhibit more aggression, rough-and-tumble play than girls. Behavioral differences can be diminished in later childhood when they are raised together and boys do feminine tasks. Thus the existence of gender capacities does not predict how or what they will be.

Considering society as a entire picture, men are more frequently assigned positions of authority and power in domestic, economic, and political arenas than women.

Economic perspectives on work and family issue

Women has changed their roles and activities over the past 20 years. With the growth of interest in achieving economic equality for women, the aspects of women's work participation, the low level of their earnings compare with men and the career segregation is concerned.

The economic and noneconomic factors have brought the enlargement in women's paid work. The reasons are to fill

the growing number of service and other female-typed jobs, increasing education and a need for income to meet family needs or to keep up standard of living. The desegregation of occupations was occurred by men moved into some female occupations such as the secretarial and nursing fields.

Gender research

Researchers explore the differences that exist between women and men. These examples are the complex relations among gender that the concept of difference is unavoidable.

- Cynthia Berryman-Fink studied how women and men rate themselves as competent communicators, contrasting the findings with how others rate those women and men. She found that women rated themselves less favorably than did other people. Men rate themselves highly on commanding authority, while women rate themselves as being good nonverbal communicators and more empathetic than men (Cynthia Berryman-Fink, 1994, 5-9).

- Barbara Gayle and Raymond Preiss's research analyzed women's and men's use of different communication styles when

face with conflict. They found only small differences, but differences correspond to sex-role expectations that men tend to choose competitive strategies and women tend to employ cooperative ones (Barbara Gayle and Raymond Preiss, 1994, 10-23) .

- Edward Mabry and Carolyn Sorgel examined the group discussion. They found that women may find themselves at a disadvantage in group with more men than women in them. In such groups, both women and men perceive the men as holding the leadership positions. In female-dominated groups, women manage not much better. They suggest that more than such gender affects these decisions (Edward Mabry and Carolyn Sorgel, 1994, 61-69) .

-In a meta-analysis of studies seeking to know how managers get their people to do things, Kathleen Krone, Mike Allen, and John Ludlum found men tended to use both reward and punishment as incentives. In this study, women and men relied equally upon rational processes. Their conclusion suggests role effects and men's relative cultural power may affect the choices women and men managers make, but they say women may be reconstructing what it means to enact power

within organizations (Kathleen Krone, Mike Allen, and John Ludlum, 1994, 73-82) .

Chapter III

Chapter 3

Results and Discussions

This study is continuation from Virani's project. The SPSS program file was already written, however, there are some changes and update information. For a data files, two evaluation surveys are used. One is the standard survey from employers. The other one is standard evaluation survey for cooperative students obtained from the coop and placement office. The data are collected from summer 1993 to winter 1995.

To create a data file, the employers and student files are need to be paired. Not only the unpaired survey that need to be discarded, but also the paired data with the blanks on the particular variables. Those variables are var01 'sex', var02 'major', var07 to var17 'employers' evaluation', which are the variables that we do t-Test.

Reconstructed the SPSS program

Reconstructed the SPSS program file is done by:

-Changing value label of var06 to a wider range of salary according to the increasing wages (see appendix A).

-Adding value label of var27 location of employment, the missing state number 8 'DC' (see appendix A).

-Adding value label of var04 for '5' double block instead of Virani's program which is giving two spaces to indicate what quarters student worked when they did a double block, but the second space was left as the same format for old data.

-Recode the var07 to var17 from 1'excellent' to be 5'excellent', 2'very good' to be 4'very good', 4'marginal' to be 2'marginal' and 5'poor' to be 1'poor'. The researcher recode those value labels inorder to have the same classification with var19 to var25.

T-Test

According to the hypothesis, the t-Test is done in 3 categories, by gender of student, by gender of evaluators and by major. The researcher didn't do the Anova because the data is random sample. The t-Test is done from 1993 through 1995.

At this point, the reform of Virani's data file has to be done. From Virani's 1993 data file, the researcher cut out all unmatched data that begin with data entry number 110 to 193. That entry was missed information in column 23-30, the student forms, and the column 11-22, the employer forms.

Not only the entry number 110 to 193, but also the other entry that missed the information in column 01(sex), column 02(major) ,or column 07 to 17, employer's evaluation. The t-Test can't be completely accurate unless the number of sample sizes are equal.

For column 19 to 25, student's evaluation can be left blank because the questions come with the choice of no rating by means of the students didn't use the service. So, the sample sizes for student's evaluation aren't necessary to be equal.

As mentioned, the t-Test is done in 3 years, so the select if command is being used in running each year result.

By gender

For example:

```
-select if (var31=1)
```

```
t-Test groups=var01(1,2)/variable=var07 to var17/
```

```
var31--year of study (1=1993, 2=1994, 3=1995)
```

```
var01--gender (1=male, 2=female)
```

```
var07 to var17--employer's evaluation
```

```
var19 to var25--student's evaluation
```

By major

For example:

-select if (var31=3)

t-Test groups=var02(1,2)/variable=var19 to var25/

var31--year of study (1=1993, 2=1994, 3=1995)

var02--major(1=food, 2=hotel, 3=travel, 4=nutrition);major is
done by pair (1,2), (2,3), (3,4), (1,3), (1,4).

var07 to var17--employer's evaluation

var19 to var25--student's evaluation

As a result of changing the data file, the output file was changed. It means the significant differences are changed. The frequencies of variables are run to compare the performance and tendency of coop works in 3 years from 1993 through 1995.

Finding and`Analysis

Female coop students population are more than male in each year and to a large extent in number in 1993 and 1995(see figure1). Most of all students came from Hotel concentration (see figure 2). This information leads to the large percentages of hotel company type that hired coop students in 1993. But in 1994 and 1995, the trend is more toward to other company type that are not hotel, food or travel(see figure 3).

Figure 1 Comparison of sex of students from 1993 through 1995

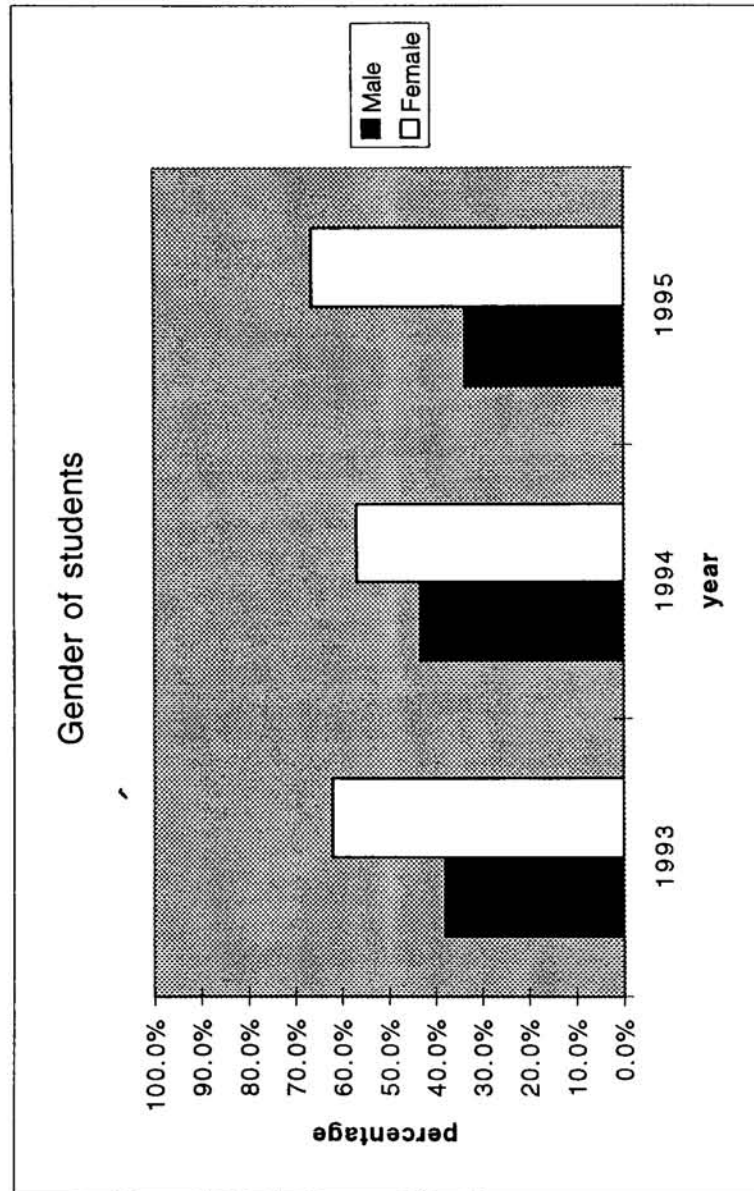


Figure 2 Comparison of major of student from 1993 through 1995

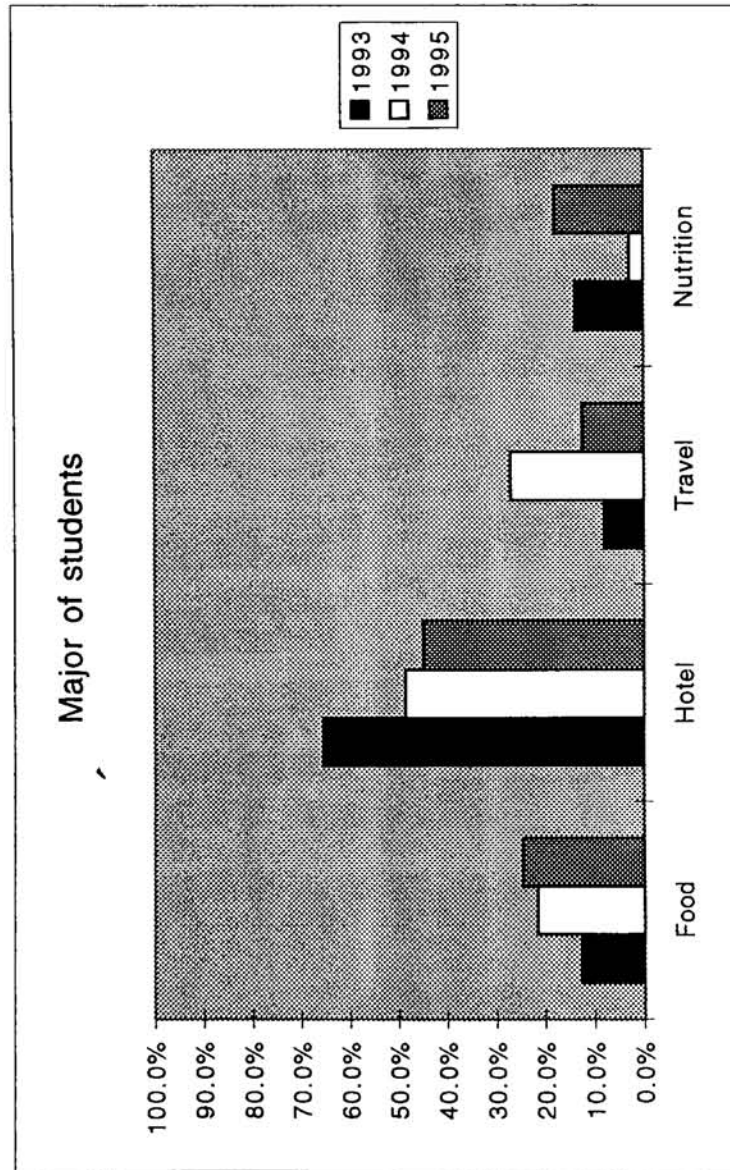
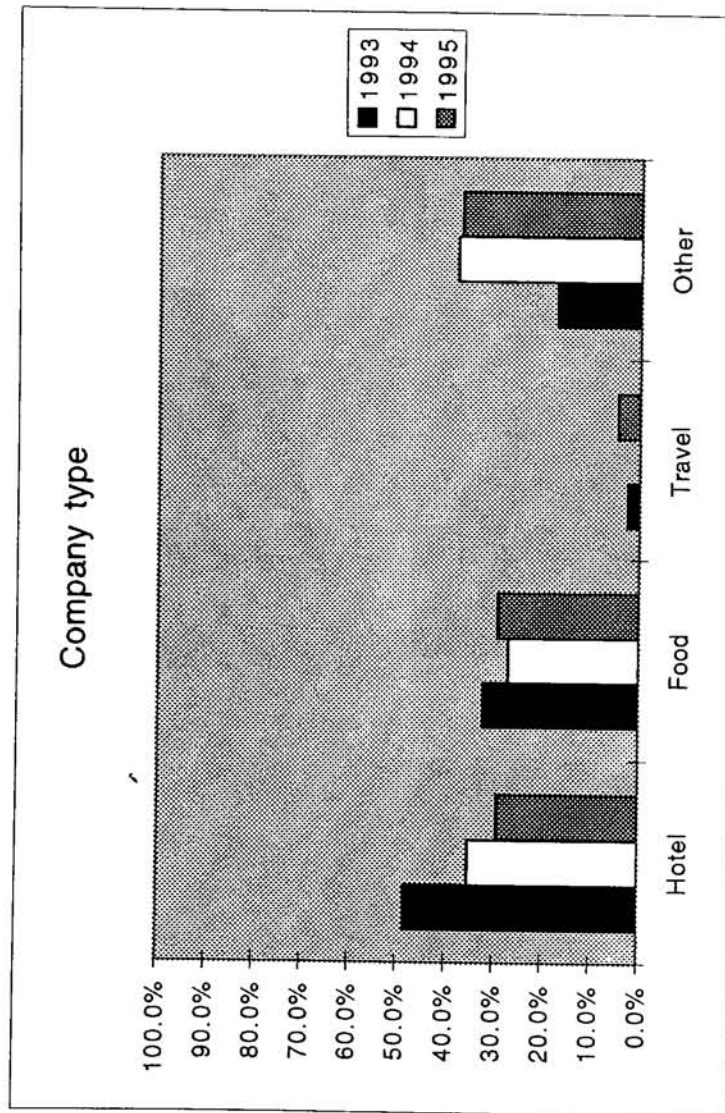


Figure 3 Comparison of company type from 1993 through 1995



The average wage for coop works are range from five dollars to seven dollars. The trend is increasing. The wider range of wages is up to more than eleven dollars per hour(see figure 4).

Most of student obtained coop job by their own. The second most is by coop office (see figure 5). Unlike in 1993, students difficulties are less in 1994 and 1995 (See figure 6).

Employers Rating of Student (figure 7 to 17)

Employers rating of students are variable 07 to 17 in program file. The five scales of rating are excellent, very good, average, marginal and poor. Most of the employer's comments are between excellent and very good. The initiative category is the least average percentage in excellent and very good rating.

There are a few poor category in 1993 only and disappear in 1994 and 1995. In 1994, some of ratings were dropped from excellent to very good noticeably. For overall performance category, an average of excellent and very good rating is about 50% which is imply that the FHTM students were efficient on their coop works.

Figure 4 Comparison of wages of student from 1993 through 1995

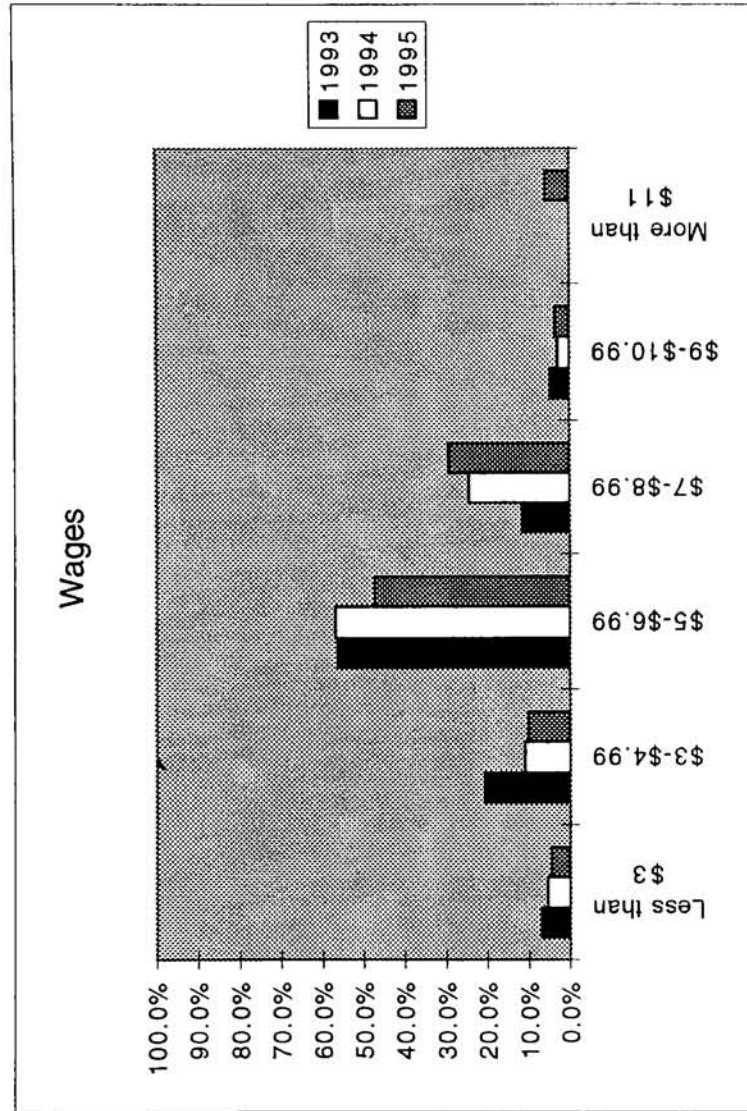


Figure 5 Comparison of how obtained coop from 1993 through 1995

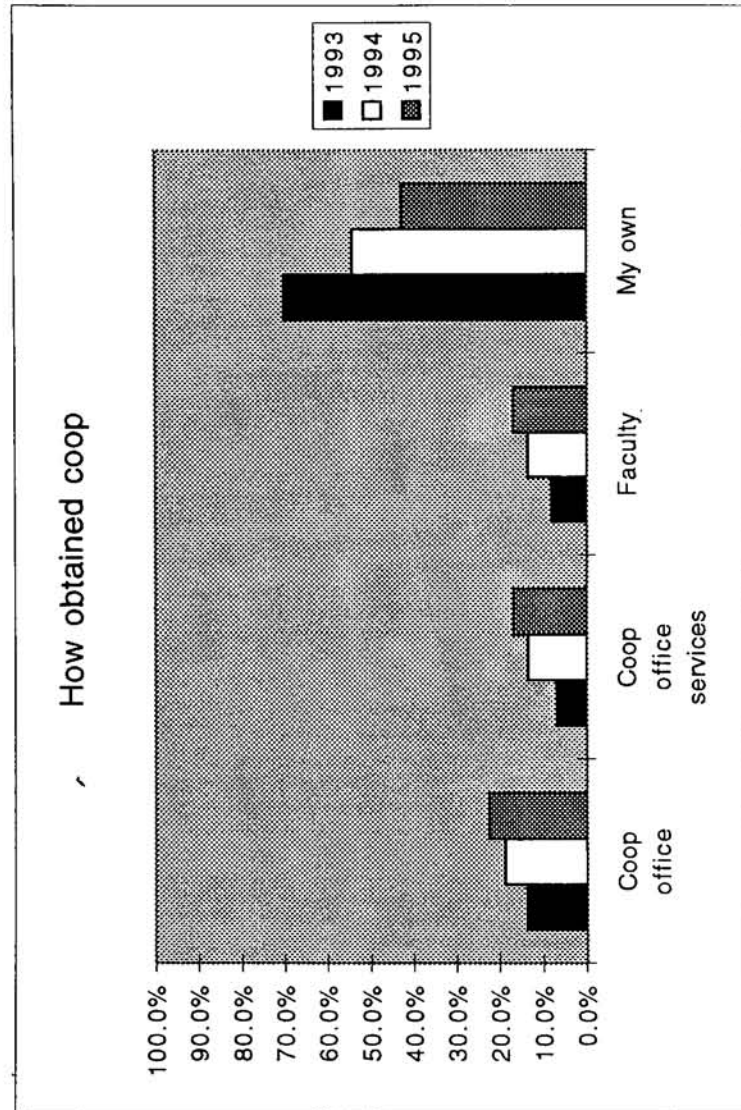


Figure 6 Comparison of student difficulties from 1993 through 1995

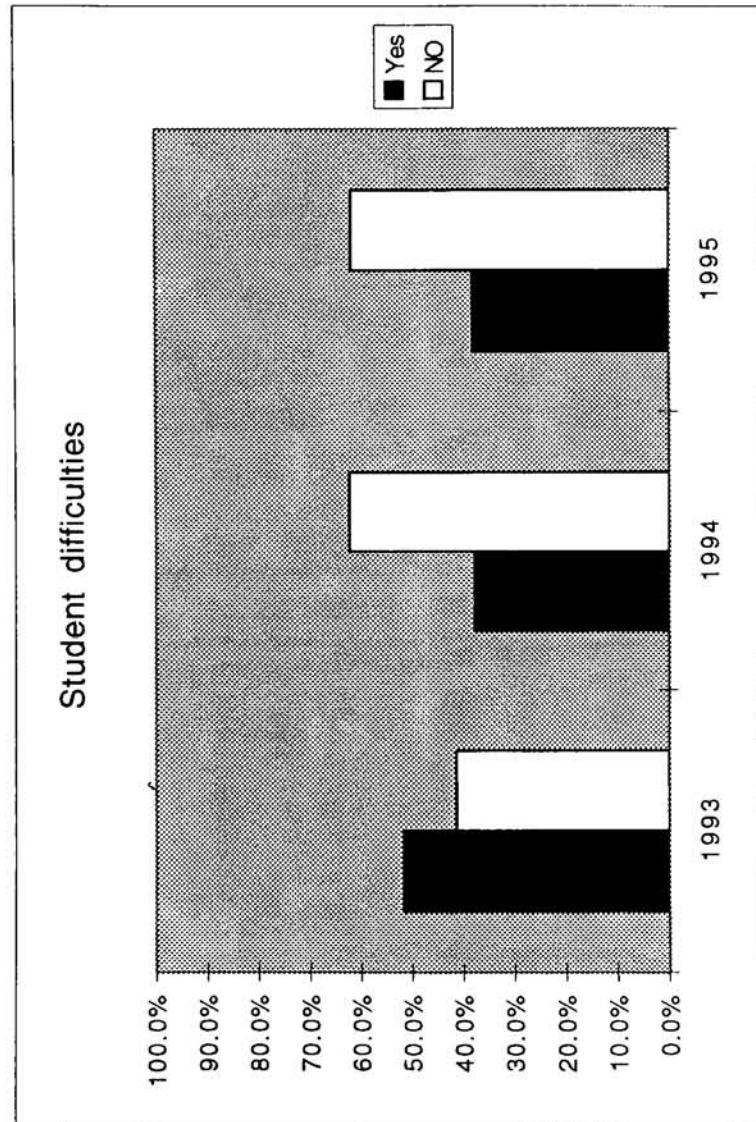


Figure 7 Comparison of employer's evaluation of student performance in Accurate and thorough from 1993 to 1995

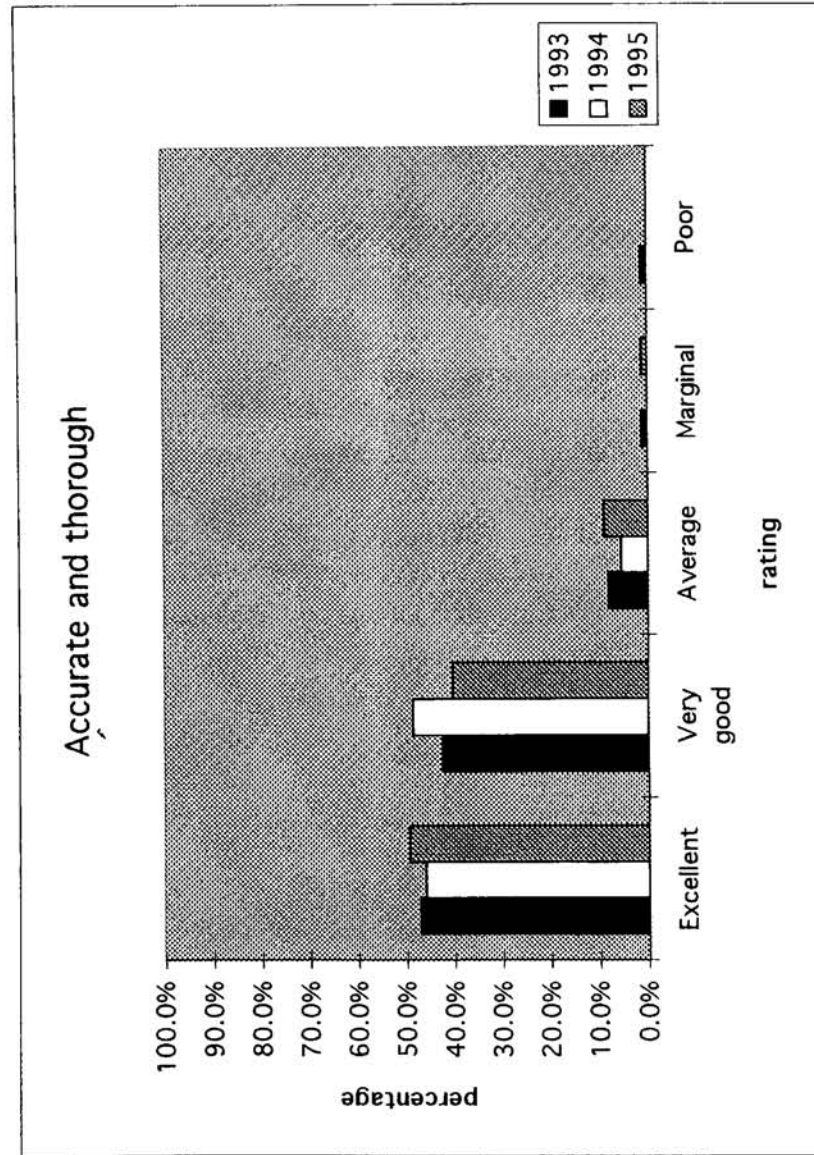


Figure 8 Comparison of employer's evaluation of student performance in Volume and rate from 1993 to 1995

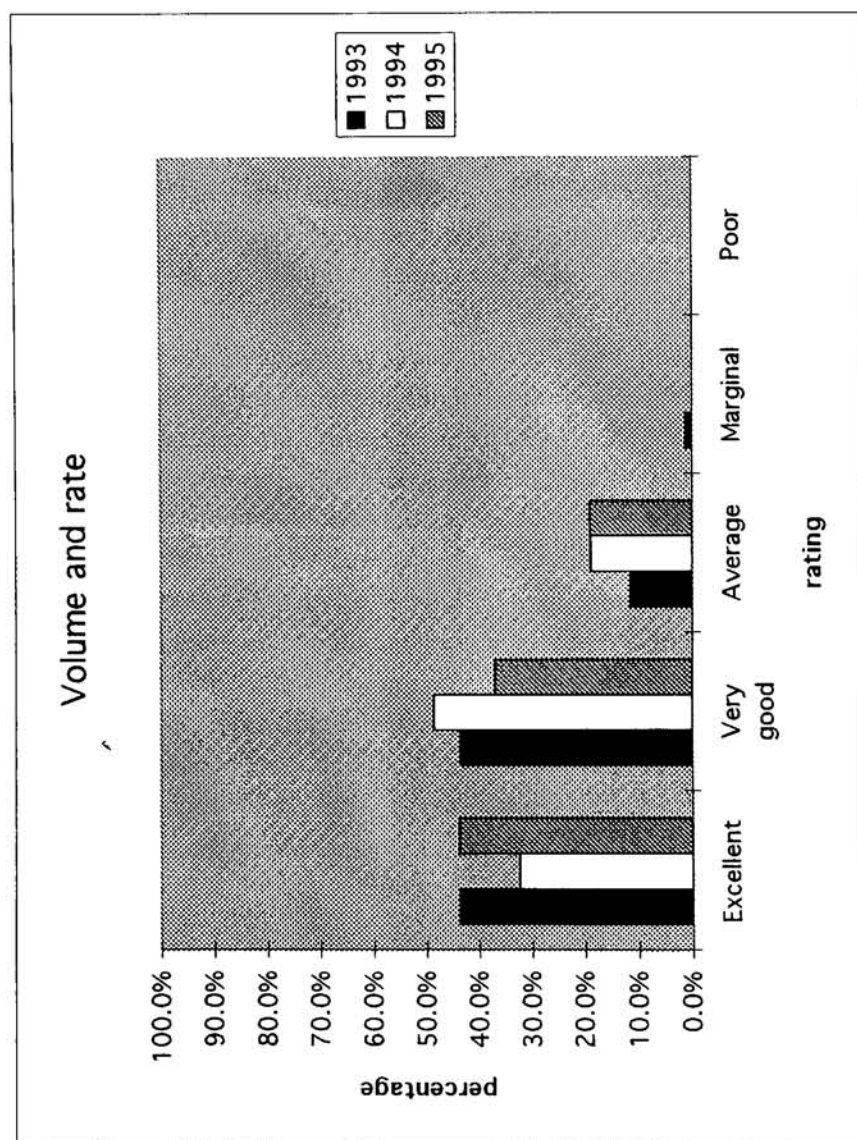


Figure 9 Comparison of employer's evaluation of student performance in Competence from 1993 to 1995

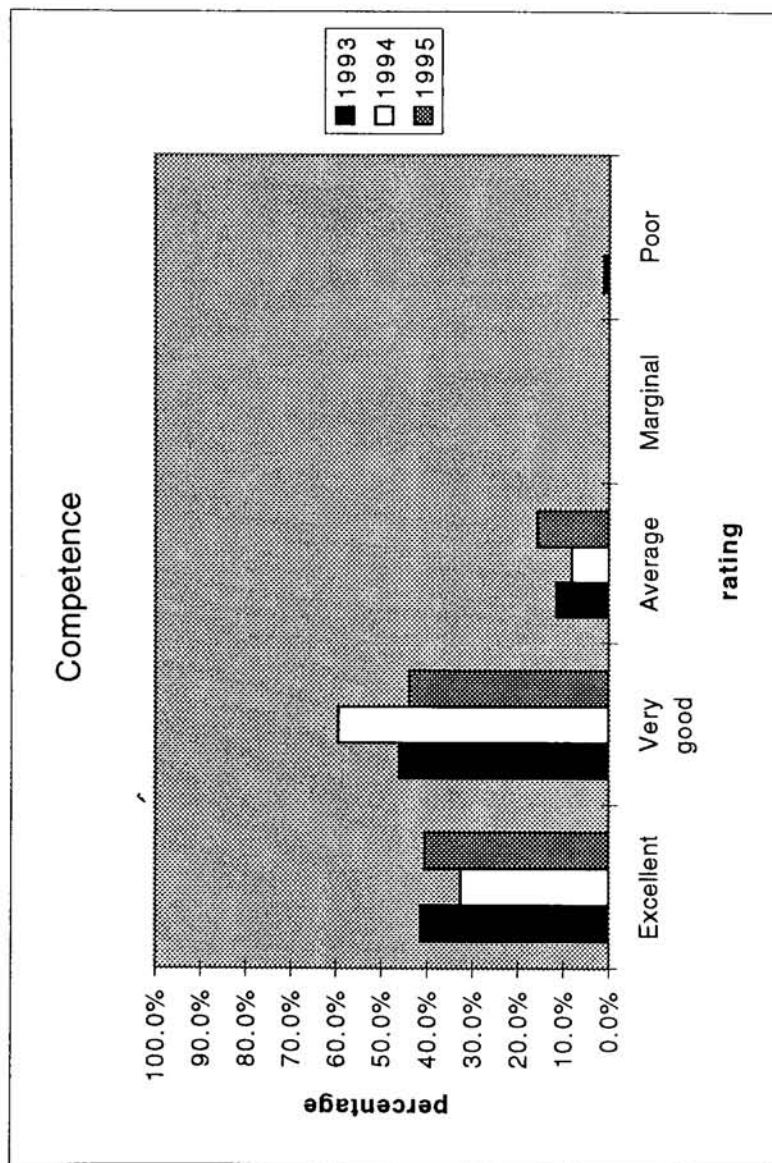


Figure 10 Comparison of employer's evaluation of student performance in Ability to learn from 1993 to 1995

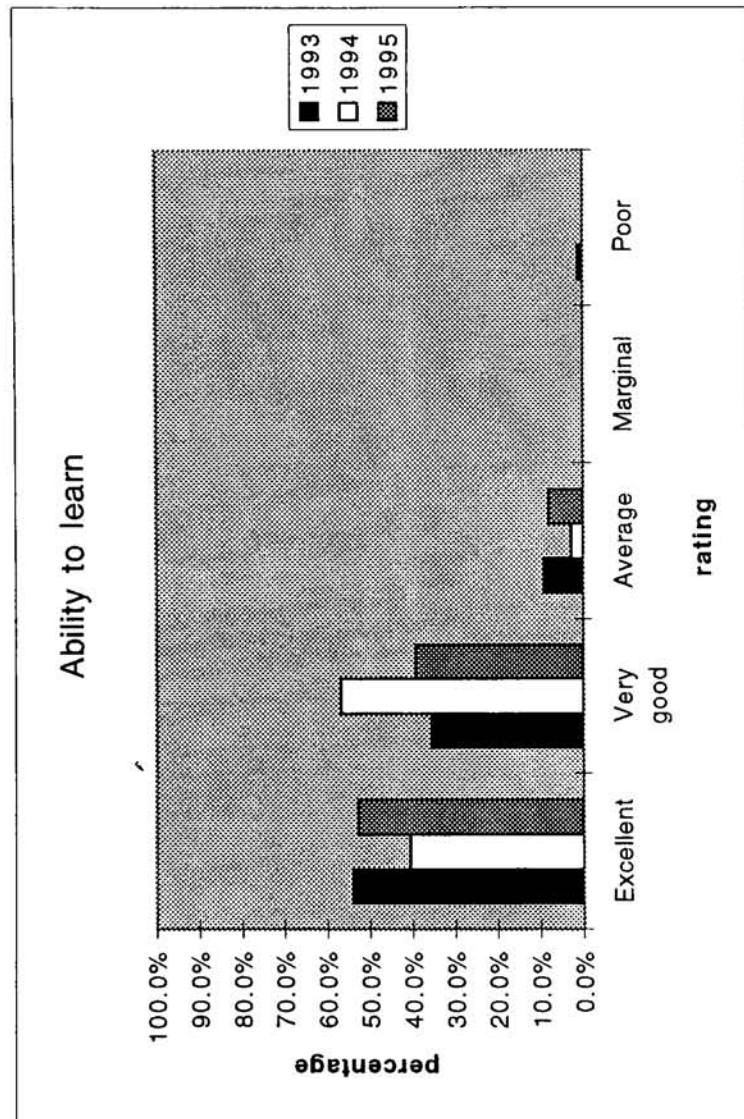


Figure 11 Comparison of employer's evaluation of student performance in Initiative from 1993 to 1995

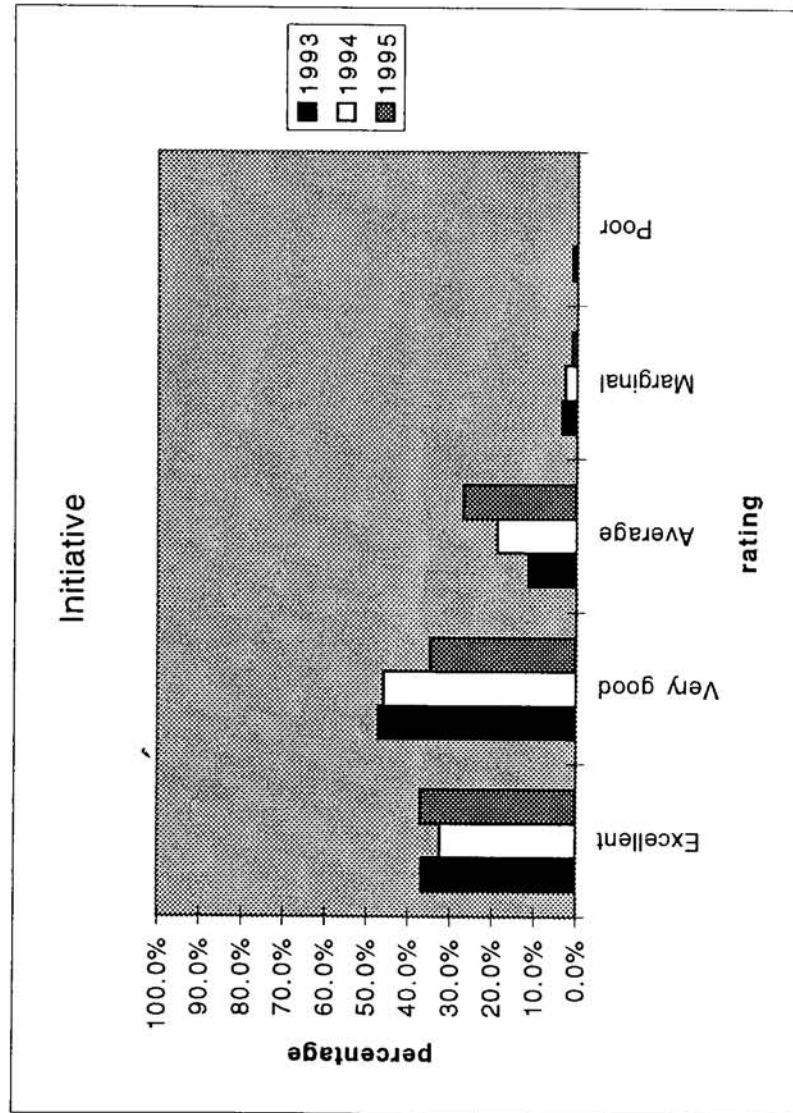


Figure 12 Comparison of employer's evaluation of student performance in Reliability from 1993 to 1995

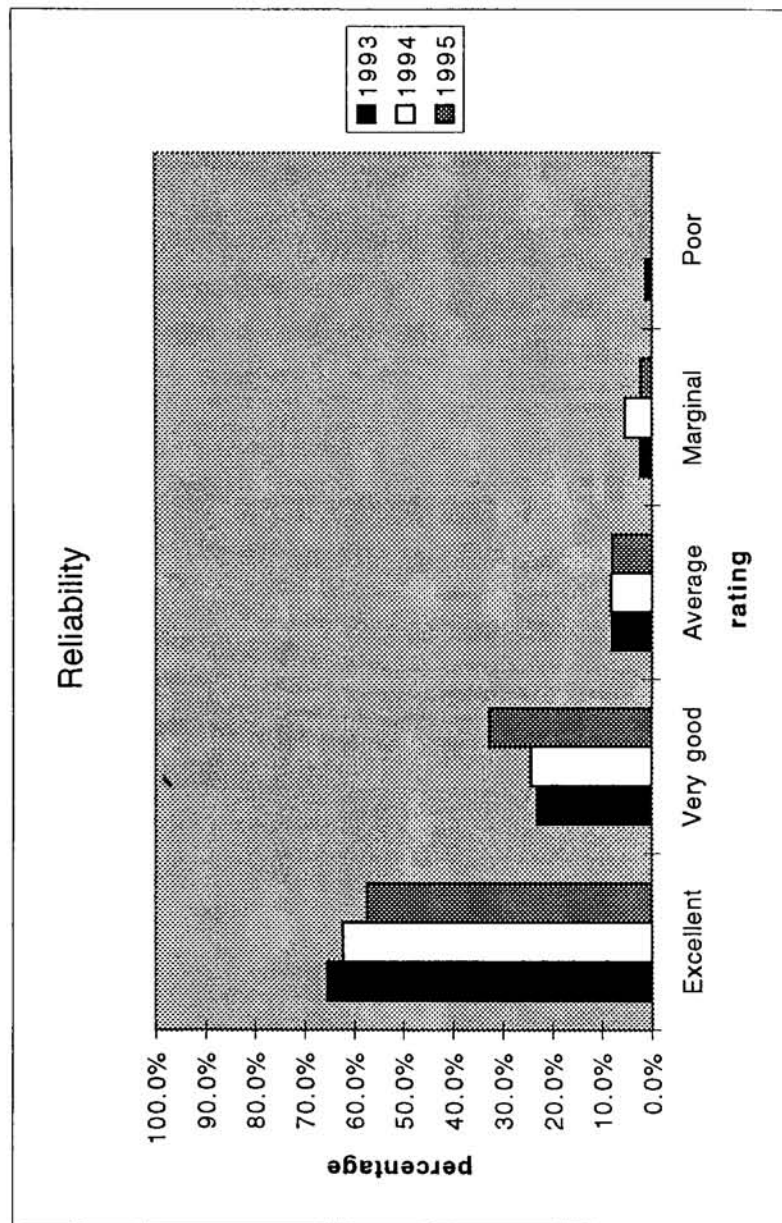


Figure 13 Comparison of employer's evaluation of student performance in Judgement from 1993 to 1995

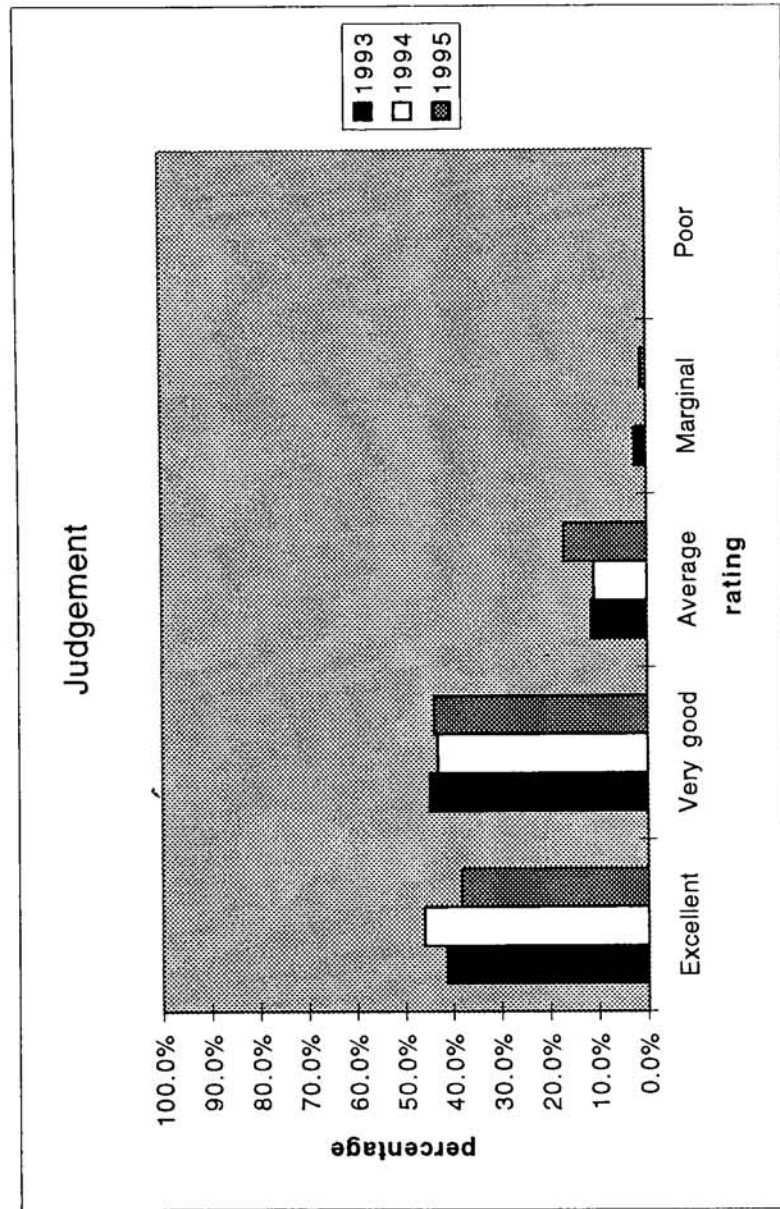


Figure 14 Comparison of employer's evaluation of student performance in Attitude from 1993 to 1995

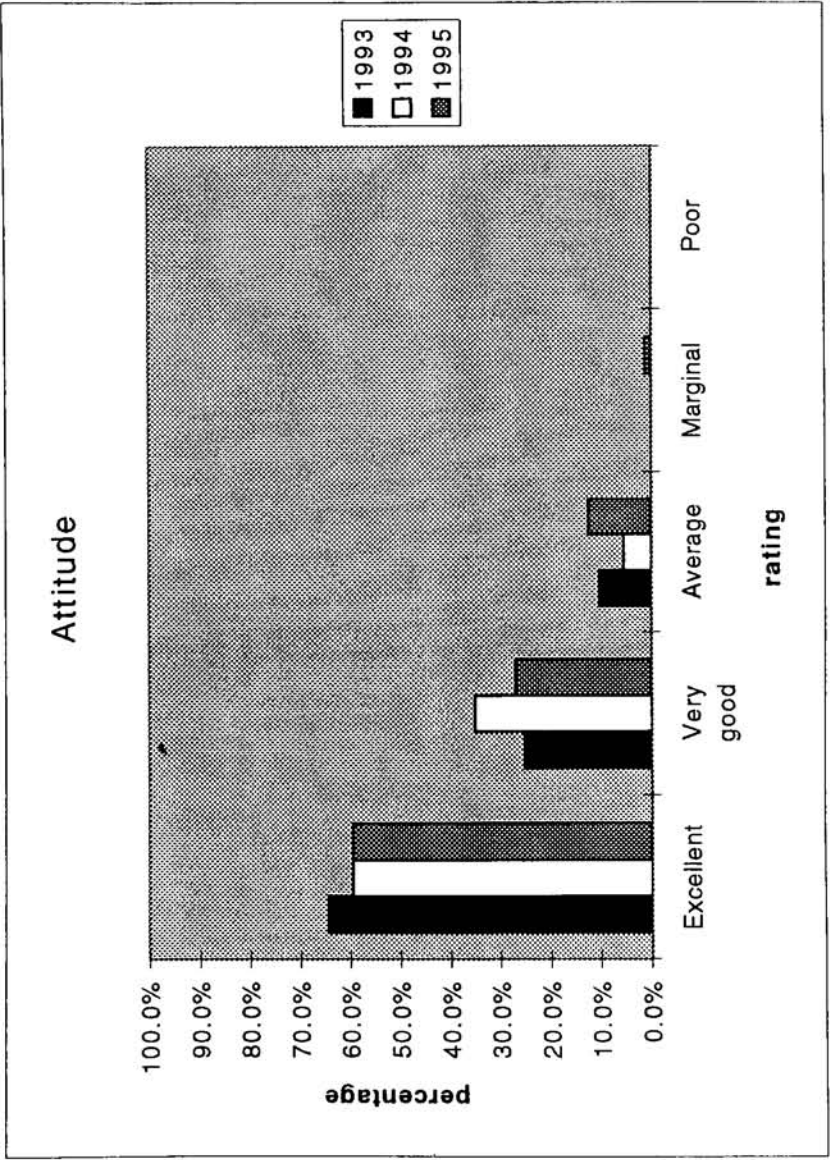


Figure 15 Comparison of employer's evaluation of student performance in Relations from 1993 to 1995

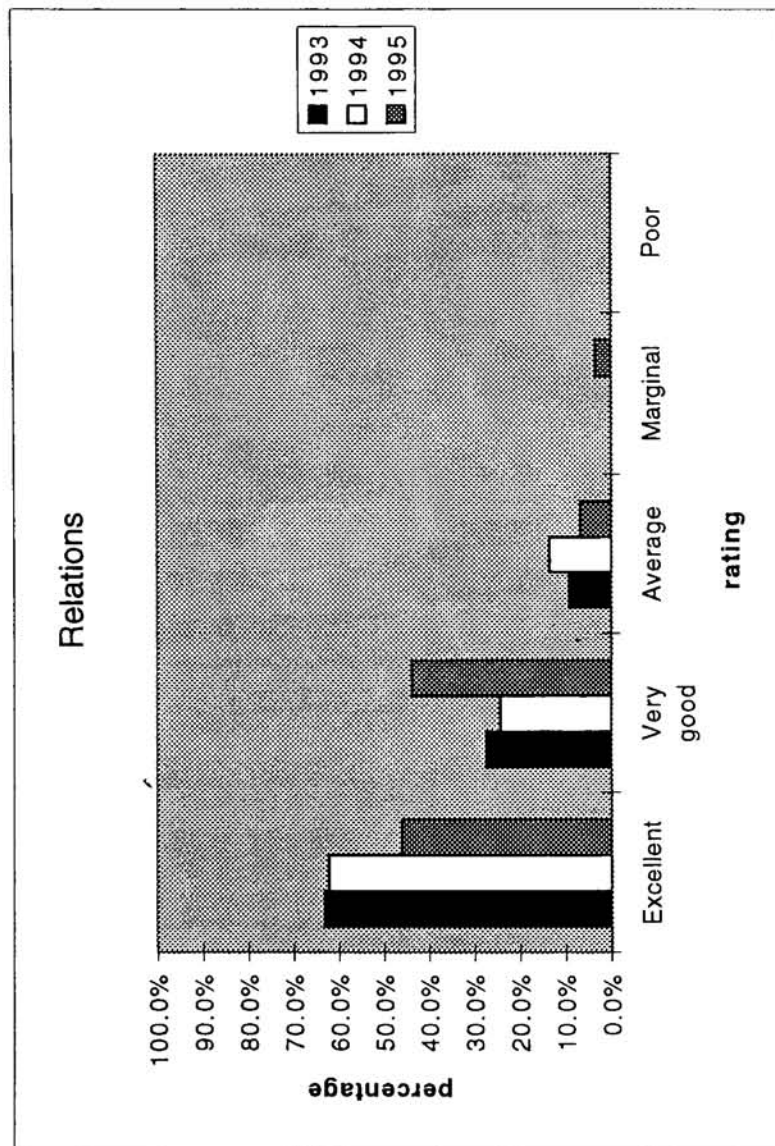


Figure 16 Comparison of employer's evaluation of student performance in Communication from 1993 to 1995

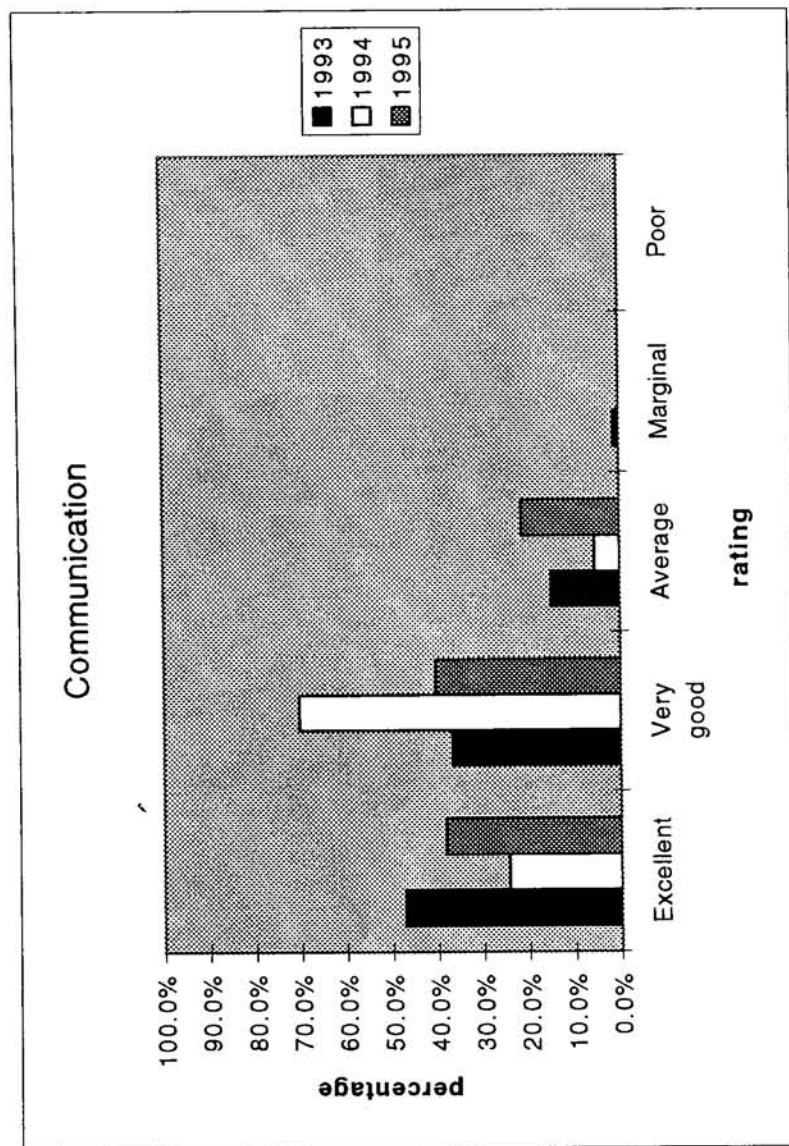
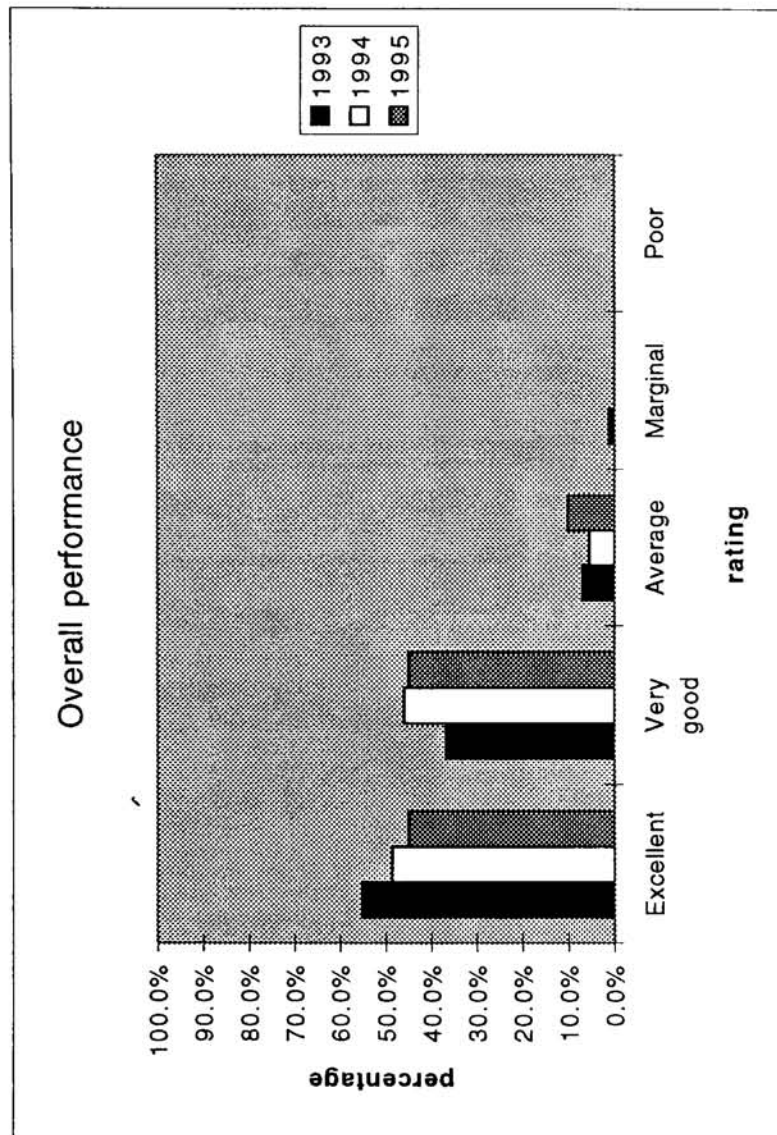


Figure 17 Comparison of employer's evaluation of student performance in Overall performance from 1993 to 1995



Student's evaluation of coop experience

Student rating of coop experiences are variable 19 to 25 in program file. The five scales of rating are very dissatisfied, somewhat dissatisfied, satisfied, somewhat satisfied, and very satisfied. The results of job responsibility, coop and career interest, location category range between satisfied very satisfied and housing (see figure 18-21).

For pay, job search preparation and coop coordinator category, the results are more spread out from very dissatisfied through very satisfied (see figure 22-24). According to the no rating choice for students who didn't apply for the service, the results of figure 22-24, pay, job search preparation and coop coordinator, have lower percentage than other categories.

Significant Difference (Table 1A to 11K)

After running the SPSS, the significant differences are found. Nothing by gender is found in 1993. The differences by gender of employer's and student's evaluation are found in 1994. For the gender of employer's evaluation (table 1 A), of the 37 students were rated, 16 (43.24%) male students were rated judgement compare to 21 (56.76%) of female students.

Figure 18 Comparison of student rating of their job responsibility from 1993 through 1995

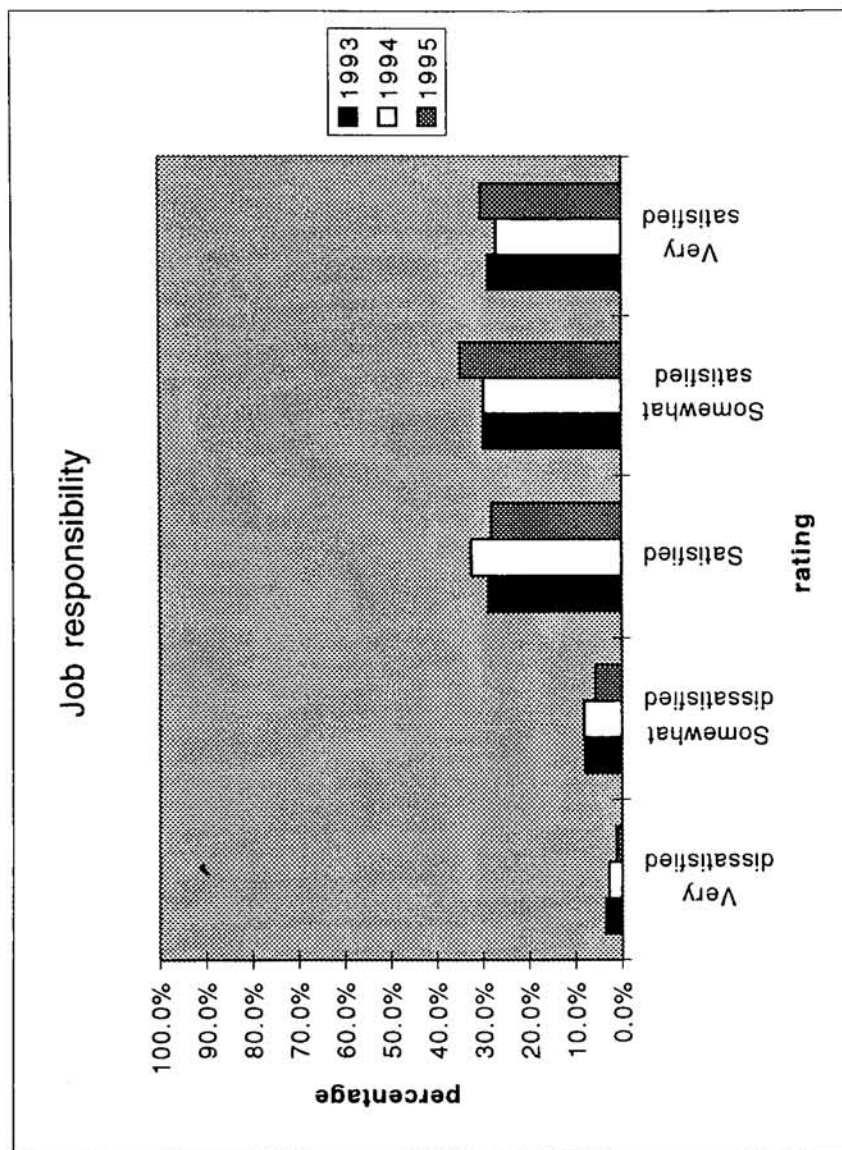


Figure 19 Comparison of student rating of their coop and career interest from 1993 through 1995

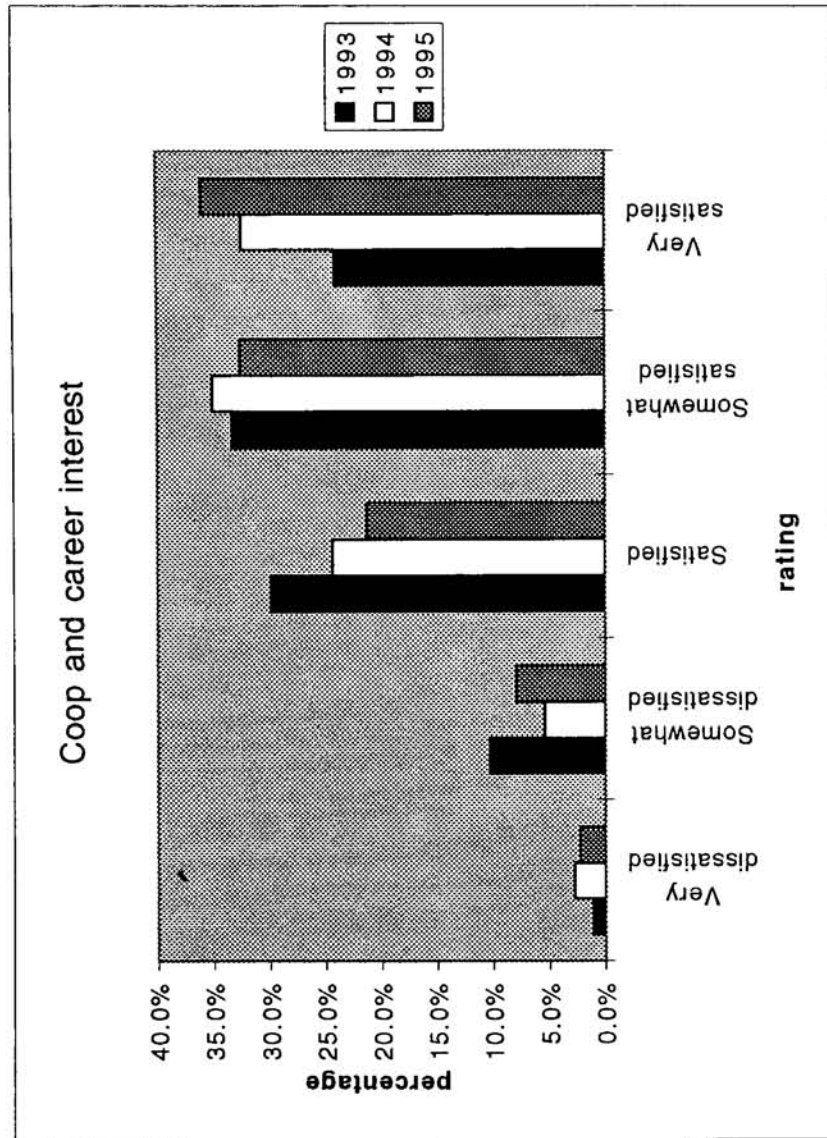


Figure 20 Comparison of student rating of their coop location from 1993 through 1995

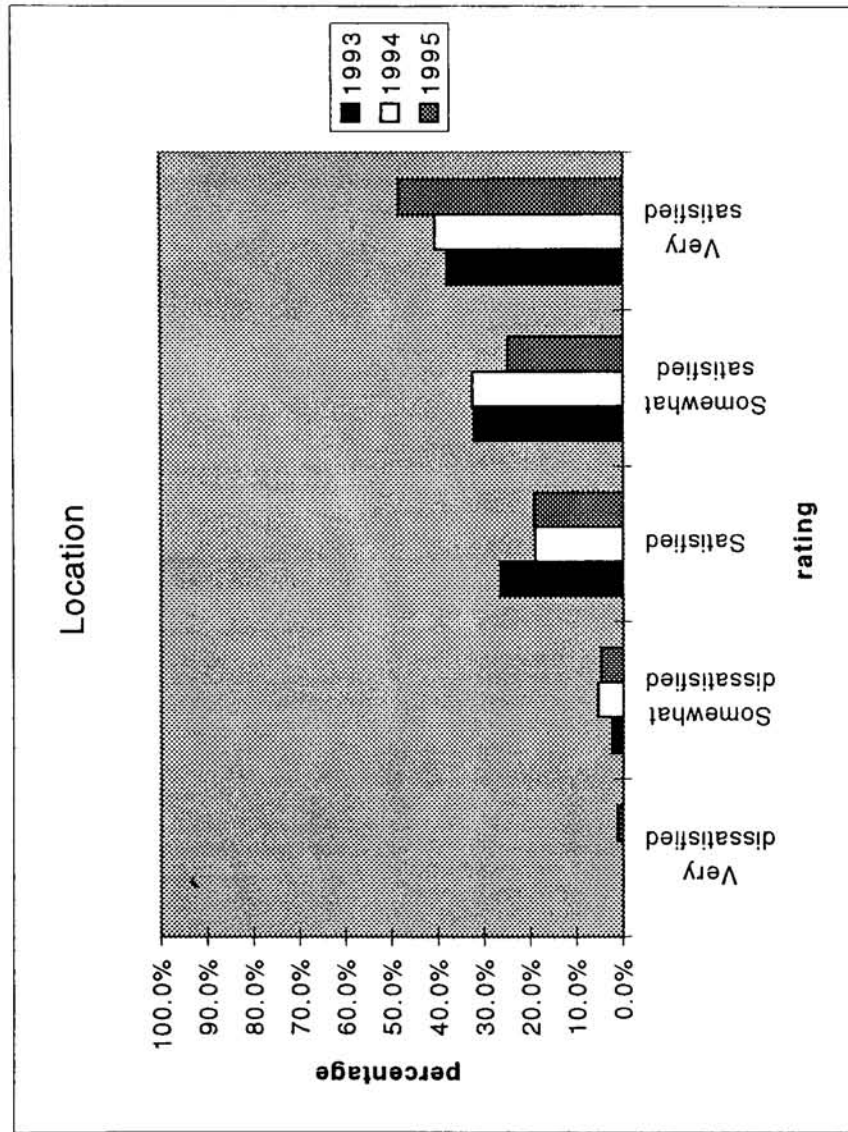


Figure 21 Comparison of student rating of their coop housing from 1993 through 1995

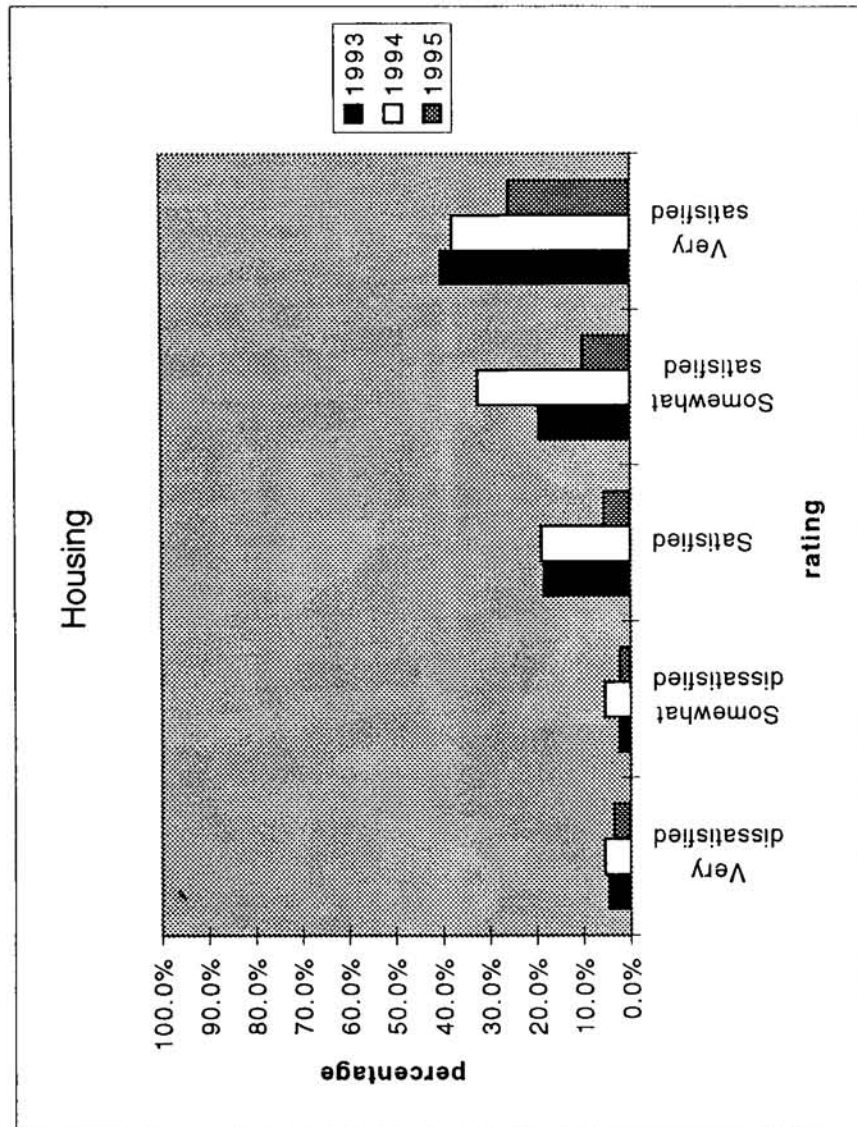


Figure 22 Comparison of student rating of their coop pay
from 1993 through 1995

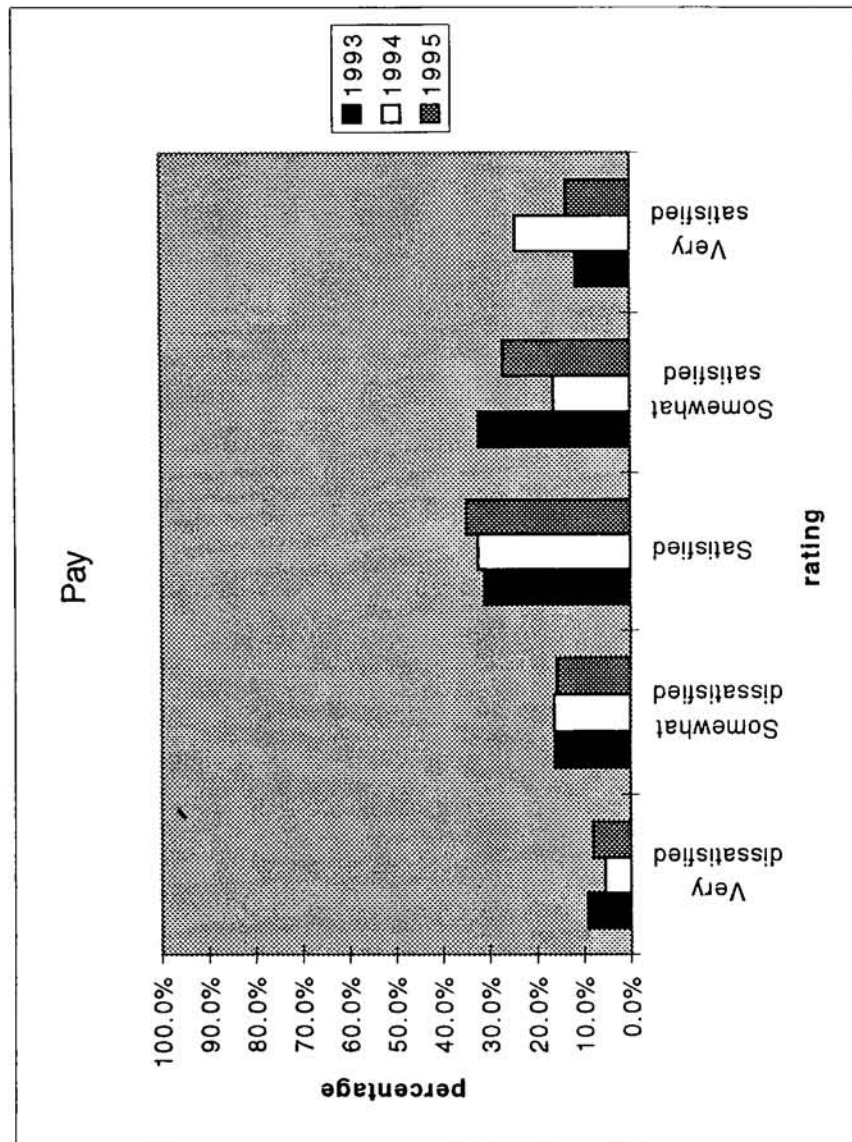


Figure 23

Comparison of student rating of their job search preparation
from 1993 through 1995

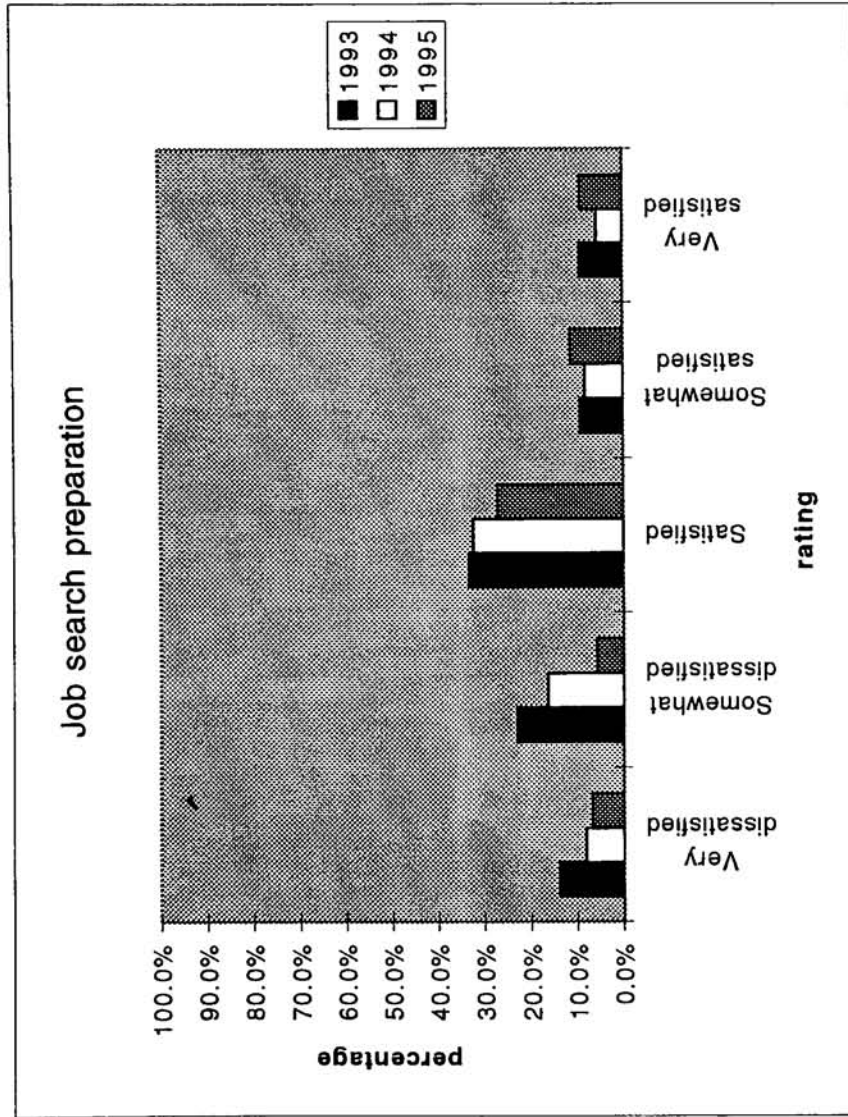
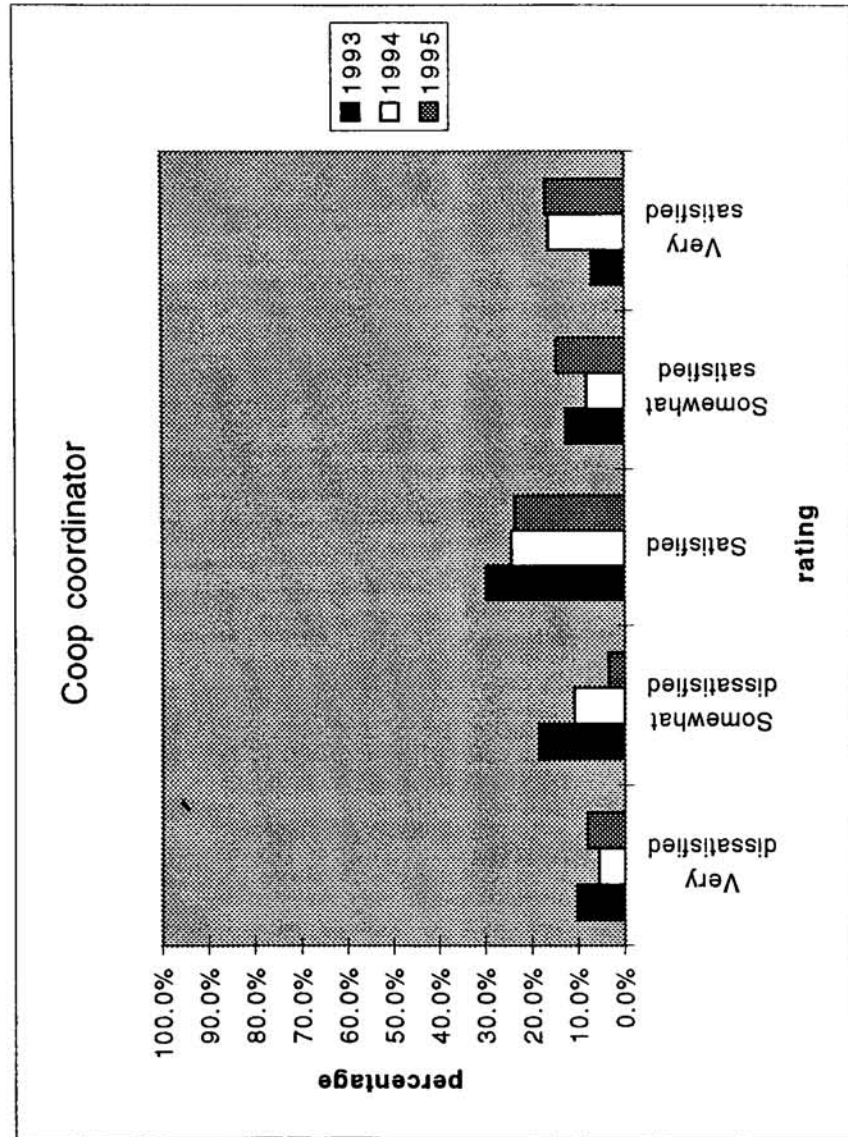


Figure 24

Comparison of student rating of their coop coordinator
from 1993 through 1995



Summary of the percentage of figure 1-figure 24

Comparison of sex of students from 1993 through 1995

Sex	1993	1994	1995
Male	37.9%	43.2%	33.7%
Female	62.1%	56.8%	66.3%

Comparison of major of student from 1993 through 1995

Major	1993	1994	1995
Food	12.6%	21.6%	24.7%
Hotel	65.5%	48.6%	44.9%
Travel	8.0%	27.0%	12.4%
Nutrition	13.8%	2.7%	18.0%

Comparison of wages of student from 1993 through 1995

Wages	1993	1994	1995
Less than \$3	6.9%	5.4%	4.5%
\$3-\$4.99	20.7%	10.8%	10.1%
\$5-\$6.99	56.3%	56.8%	47.2%
\$7-\$8.99	11.5%	24.3%	29.2%
\$9-\$10.99	4.6%	2.7%	3.4%
More than \$11	0.0%	0.0%	5.6%

Comparison of student difficulties from 1993 through 1995

Student difficulties	1993	1994	1995
Yes	51.7%	37.8%	38.2%
NO	41.4%	62.2%	61.8%

Comparison of company type from 1993 through 1995

Company type	1993	1994	1995
Hotel	48.3%	35.1%	29.2%
Food	32.2%	27.0%	29.2%
Travel	2.3%	0.0%	4.5%
Other	17.2%	37.8%	37.1%

Comparison of how obtained coop from 1993 through 1995

How obtained coop	1993	1994	1995
Coop office	13.8%	18.9%	22.5%
Coop office services	6.9%	13.5%	16.9%
Faculty	8.0%	13.5%	16.9%
My own	70.1%	54.1%	42.7%

Comparison of student performance from 1993 to 1995

Accurate and thorough	1993	1994	1995
Excellent	47.1%	45.9%	49.4%
Very good	42.5%	48.6%	40.4%
Average	8.0%	5.4%	9.0%
Marginal	1.1%	0.0%	1.1%
Poor	1.1%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Volume and rate	1993	1994	1995
Excellent	43.7%	32.4%	43.8%
Very good	43.7%	48.6%	37.1%
Average	11.5%	18.9%	19.1%
Marginal	1.1%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Competence	1993	1994	1995
Excellent	41.4%	32.4%	40.4%
Very good	46.0%	59.5%	43.8%
Average	11.5%	8.1%	15.7%
Marginal	0.0%	0.0%	0.0%
Poor	1.1%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Ability to learn	1993	1994	1995
Excellent	54.0%	40.5%	52.8%
Very good	35.6%	56.8%	39.3%
Average	9.2%	2.7%	7.9%
Marginal	0.0%	0.0%	0.0%
Poor	1.1%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Initiative	1993	1994	1995
Excellent	36.8%	32.4%	37.1%
Very good	47.1%	45.9%	34.8%
Average	11.5%	18.9%	27.0%
Marginal	3.4%	2.7%	1.1%
Poor	1.1%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Reliability	1993	1994	1995
Excellent	65.5%	62.2%	57.3%
Very good	23.0%	24.3%	32.6%
Average	8.0%	8.1%	7.9%
Marginal	2.3%	5.4%	2.2%
Poor	1.1%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Judgement	1993	1994	1995
Excellent	41.4%	45.9%	38.2%
Very good	44.8%	43.2%	43.8%
Average	11.5%	10.8%	16.9%
Marginal	2.3%	0.0%	1.1%
Poor	0.0%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Attitude	1993	1994	1995
Excellent	64.4%	59.5%	59.6%
Very good	25.3%	35.1%	27.0%
Average	10.3%	5.4%	12.4%
Marginal	0.0%	0.0%	1.1%
Poor	0.0%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Relations	1993	1994	1995
Excellent	63.2%	62.2%	46.1%
Very good	27.6%	24.3%	43.8%
Average	9.2%	13.5%	6.7%
Marginal	0.0%	0.0%	3.4%
Poor	0.0%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Communication	1993	1994	1995
Excellent	47.1%	24.3%	38.2%
Very good	36.8%	70.3%	40.4%
Average	14.9%	5.4%	21.3%
Marginal	1.1%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%

Comparison of student performance from 1993 to 1995

Overall performance	1993	1994	1995
Excellent	55.2%	48.6%	44.9%
Very good	36.8%	45.9%	44.9%
Average	6.9%	5.4%	10.1%
Marginal	1.1%	0.0%	0.0%
Poor	0.0%	0.0%	0.0%

Comparison of student rating coop office from 1993 through 1995

Job responsibility	1993	1994	1995
Very dissatisfied	3.4%	2.7%	1.1%
Somewhat dissatisfied	8.0%	8.1%	5.6%
Satisfied	28.7%	32.4%	28.1%
Somewhat satisfied	29.9%	29.7%	34.8%
Very satisfied	28.7%	27.0%	30.3%

Comparison of student rating coop office from 1993 through 1995

Coop and career intere	1993	1994	1995
Very dissatisfied	1.1%	2.7%	2.2%
Somewhat dissatisfied	10.3%	5.4%	7.9%
Satisfied	29.9%	24.3%	21.3%
Somewhat satisfied	33.3%	35.1%	32.6%
Very satisfied	24.1%	32.4%	36.0%

Comparison of student rating coop office from 1993 through 1995

Location	1993	1994	1995
Very dissatisfied	0.0%	0.0%	1.1%
Somewhat dissatisfied	2.3%	5.4%	4.6%
Satisfied	26.4%	18.9%	19.1%
Somewhat satisfied	32.2%	32.4%	24.7%
Very satisfied	37.9%	40.5%	48.3%

Comparison of student rating coop office from 1993 through 1995

Pay	1993	1994	1995
Very dissatisfied	9.2%	5.4%	7.9%
Somewhat dissatisfied	16.1%	16.2%	15.7%
Satisfied	31.0%	32.4%	34.8%
Somewhat satisfied	32.2%	16.2%	27.0%
Very satisfied	11.5%	24.3%	13.5%

Comparison of student rating coop office from 1993 through 1995

Job search preparation	1993	1994	1995
Very dissatisfied	13.8%	8.1%	6.7%
Somewhat dissatisfied	23.0%	16.2%	5.6%
Satisfied	33.3%	32.4%	27.0%
Somewhat satisfied	9.2%	8.1%	11.2%
Very satisfied	9.2%	5.4%	9.0%

Comparison of student rating coop office from 1993 through 1995

Coop coordinator	1993	1994	1995
Very dissatisfied	10.3%	5.4%	7.9%
Somewhat dissatisfied	18.4%	10.8%	3.4%
Satisfied	29.9%	24.3%	23.6%
Somewhat satisfied	12.6%	8.1%	14.6%
Very satisfied	6.9%	16.2%	16.9%

The t-Test revealed significant difference in the way that male and female students were rated, $t=1.79$ and $p=0.082$ at the significant level of 0.1. A comparison of means revealed that male students were rated higher ($M=4.5625$) than female students ($M=4.1905$), which scale of 5 is excellent and 1 is poor.

Table 1A Significant difference of employer's evaluation of student performance by gender in 1994						
Category		sample size	mean	t-value	df	p-value
Judgment	male	N=16	4.5625	1.79	34.67	0.082*
	vs. female	N=21	4.1905			

* $p \leq 0.1$

*** $p \leq 0.01$

** $p \leq 0.05$

**** $p \leq 0.001$

Table 2B shows the significant difference of student satisfaction rating coop experience by gender in 1994. The t-Test revealed the difference in job responsibility category. The mean for each group showed a tendency for the male to rate coop experience higher ($M=4.0625$) than female rated ($M=3.4286$) coop job. The t-Test revealed significant difference of $t=1.92$ and $p=0.063$, at the significant level of 0.1.

Table 2B

Significant difference of student satisfaction rating of coop experience by gender in 1994

Category		sample mean size	t - value	df	p - value
Job responsibility	male	N=16	4.0625		
	vs. female	N=21	3.4286	1.92	34.39
Pay	male	N=16	3.8125		0.063*
	vs. female	N=19	3.0526	1.91	32.09
					0.065*

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Only the difference of student's evaluation in gender found in 1995 is pay (table 3C). The analyze shows that male students are more satisfied with pay (M=3.5667) than female students (M=3.0172). Thirty male respondents and fifty eight female respondents show the significant difference in pay (t=2.04,p=0.047), significant level at 0.05. The result backs up the table 2B in "pay" category in 1994 which means male have more satisfaction with wages than female.

Table 3C

Significant difference of student satisfaction rating of coop experience by gender in 1995

Category		sample mean size	t - value	df	p-value
Pay	male	N=30	3.5667		
	vs. female	N=58	3.0172	2.04	49.11
					0.047**

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

When the gender of evaluator is the variable in t-Test, the significant difference of employer's evaluations are found in 3 years, 1993, 1994, and 1995. Table 4D shows the result in 1993. The sex of evaluator plays important role in gender comparison. Male evaluator rated reliability category less (M=4.3125) than female rated (M=4.7188) on students. T-Test revealed significant difference as $t=-2.30$ and $p=0.024$ which is significant at the 0.05 level.

Table 4D <u>Significant difference of employer's evaluation of student performance by sex of evaluator in 1993</u>						
Category		sample mean size		t - value	df	p-value
Reliability	male	N=48	4.3125			
	vs. female (sex of evaluator)	N=32	4.7188	-2.30	78.00	0.024**

* $p \leq 0.1$ *** $p \leq 0.01$
 ** $p \leq 0.05$ **** $p \leq 0.001$

Table 5E shows that male evaluator rated volume and rate (M=3.9500) less than female evaluator (M=4.3529) rated students. The significant difference displays $t=-1.76$ and $p=0.088$, which is at significant level of 0.1.

Table 5E					
<u>Significant difference of employer's evaluation of student performance by sex of evaluator in 1994</u>					
Category		sample mean size	t - value	df	p - value
Volume and rate	male	N=20	3.9500		
	vs. female (sex of evaluator)	N=17	4.3529	-1.76	33.78 0.088*

*p <= 0.1 ***p <= 0.01
 p <= 0.05 **p <= 0.001

Especially in 1995, the results of difference in employer's evaluation are found abundantly by gender of evaluator and by major (table 6F). There were seven significant differences among the means from male evaluator to female evaluator. All the cases are male rated students higher than female did. The mean declined from male (M=4.5306) to female (M=4.2195) while showing t=2.09 and p=0.040 which is significant level at 0.05

Table 6F

Significant difference of employer's evaluation of student performance by sex of evaluator in 1995

Category		sample size	mean	t - value	df	p-value
Accurate and thorough	male	N=49	4.5306			
	vs. female (sex of evaluator)	N=41	4.2195	2.09	72.04	0.040**
Ability to learn	male	N=49	4.5714			
	vs. female (sex of evaluator)	N=41	4.2927	2.07	78.90	0.041**
Initiative	male	N=49	4.2245			
	vs. female (sex of evaluator)	N=41	3.9268	1.71	85.4	0.090*
Reliability	male	N=49	4.5714			
	vs. female (sex of evaluator)	N=41	4.2927	1.79	79.74	0.077*
Attitude	male	N=49	4.5714			
	vs. female (sex of evaluator)	N=41	4.2683	1.89	74.35	0.062*
Relations	male	N=49	4.5714			
	vs. female (sex of evaluator)	N=41	4.2683	1.89	74.35	0.062*
Overall performance	male	N=49	4.4694			
	vs. female (sex of evaluator)	N=41	4.1951	1.97	76.87	0.052*

*p ≤ 0.1

***p ≤ 0.01

**p ≤ 0.05

****p ≤ 0.001

For the significant difference by major, each year has the significant difference of employers evaluation or student rating or both. In 1993, the significant difference are found in student rating only (table 7G). Two housing categories were found. One is comparison of food and hotel major, food major rating went down from $M=4.6667$ to hotel major rating $M=3.9362$ which left $t=2.53$ and $p=0.022$, significant level at 0.05. The other one of housing id food compare with travel. Food major went down from $M=4.6667$ to travel major rating $M=3.5714$, which left $t=2.24$ and $p=0.050$, significant level at 0.05.

Food major students rated less satisfaction for pay ($M=2.8182$) than nutrition ($M=3.6667$) which left $t=-1.77$ and $p=0.096$ at the significant level at 0.1.

For the coop office category, job search preparation, food rated this higher ($M=2.8750$) than nutrition ($M=1.9167$). The result shows difference in $t=2.98$ and $p=0.008$, noticeably, the significant level at 0.01.

The other coop office category is coop coordinator, the result revealed the differences in $t=1.97$ and $p=0.074$,

significant level at 0.1. Travel rated coop coordinator higher (M=3.3333) than nutrition (M=2.2727).

Table 7G

Significant difference of student satisfaction rating of coop experience by major in 1993

Category		sample mean size	t - value	df	p-value
Housing	food	N=9	4.6667		
	vs. hotel	N=47	3.9362	2.53	17.38 0.022**
Housing	food	N=9	4.6667		
	vs. travel	N=7	3.5714	2.24	9.52 0.050**
Pay	food	N=11	2.8182		
	vs. nutrition	N=12	3.6667	-1.77	15.34 0.096*
Job search preparation	food	N=18	2.8750		
	vs. nutrition	N=10	1.9167	2.98	17.19 0.008***
Coop coordinator	travel	N=6	3.3333		
	vs. nutrition	N=11	2.2727	1.97	11.03 0.074*

*p <= 0.1 ***p <= 0.01

p <= 0.05 **p <= 0.001

In 1994 and 1995, the significant difference for both of the employers evaluation and student rating are found. The table 8H revealed four significant differences. Three of them show that food major students were rated lower than hotel major. Volume and rate of food major went down from mean equal 3.7500 to mean equal 4.2778 of hotel major. The significant difference shows t=-1.79 and p= 0.098, significant level at 0.1. Food students were rated

reliability (M=4.2500) less than hotel students (M=4.8333). T-Test revealed $t=-2.19$ and $p=0.056$, significant level at 0.1. Judgement is another one that food students were rated (M=4.0000) less than hotel students (M=4.5556). The result shows $t=-2.33$ and $p=0.034$, significant level at 0.05. For reliability, hotel students were rated (M=4.8333) higher than travel students (M=4.1000). T-Test shows $t=2.04$ and $p=0.068$, significant level at 0.1.

Table 8H

Significant difference of employer's evaluation of student performance by major in 1994

Category		sample mean size	t - value	df	p-value
Volume and rate	food	N=8	3.7500		
	vs. hotel	N=18	4.2778	-1.79	12.84
Reliability	food	N=8	4.2500		
	vs. hotel	N=18	4.8333	-2.19	8.89
Judgment	food	N=8	4.0000		
	vs. hotel	N=18	4.5556	-2.33	15.47
Reliability	hotel	N=18	4.8333		
	vs. travel	N=10	4.1000	2.04	10.23

*p ≤ 0.1 ***p ≤ 0.01

p ≤ 0.05 **p ≤ 0.001

Table 9I shows the differences between travel major vs. with hotel and food. For coop and career interest, hotel students were rated (M=4.2778) higher than travel major

(M=3.2000), $t=2.52$ and $p=0.026$, significant level at 0.05.

For pay category, two differences were shown. Hotel students were rated (M=3.8333) higher than travel major (M=2.8000), $t=2.00$ and $p=0.060$, significant level at 0.1. Food students were rated (M=3.5000) higher than travel major (M=2.4444), $t=2.59$ and $p=0.022$, significant level at 0.05.

Table 9I Significant difference of student satisfaction rating of coop experience by major in 1994						
Category		sample size	mean	t - value	df	p-value
Coop and career hotel interest		N=18	4.2778			
	vs. travel	N=10	3.2000	2.52	12.84	0.026**
Pay	hotel	N=18	3.8333			
	vs. travel	N=10	2.8000	2.00	18.45	0.060*
Pay	food	N=8	3.5000			
	vs. travel	N=9	2.4444	2.59	13.28	0.022**

* $p \leq 0.1$ *** $p \leq 0.01$

** $p \leq 0.05$ **** $p \leq 0.001$

Table 10J is shown for the significance differences of employer's evaluation in 1995 by major. They are the biggest group of differences found in t-Test. The two biggest significant differences are attitude by hotel vs. travel and travel vs. nutrition at the significant level of 0.01. Hotel students were rated (M=4.3250) less than travel major

($M=4.8182$), $t=-2.81$ and $p=0.008$. And travel students were rated ($M=4.6364$) higher than nutrition major ($M=4.1250$), $t=2.94$ and $p=0.007$.

There were six differences at the significant level at 0.05. They are relations, food students were rated ($M=4.6087$) higher than hotel major ($M=4.2500$), $t=2.08$ and $p=0.042$; accurate and thorough, food students were rated ($M=4.5652$) higher than nutrition major ($M=4.0000$), $t=2.21$ and $p=0.037$; attitude, food students were rated ($M=4.6522$) higher than nutrition major ($M=4.1250$), $t=2.17$ and $p=0.038$; relations, food students were rated ($M=4.6087$) higher than nutrition major ($M=4.0000$), $t=2.56$ and $p=0.017$; accurate and thorough, travel students were rated ($M=4.6364$) higher than nutrition major ($M=4.0000$), $t=2.35$ and $p=0.027$; overall performance, travel students were rated ($M=4.6364$) higher than nutrition major ($M=4.1875$), $t=2.20$ and $p=0.038$.

There were six differences at the significant level at 0.01. They are initiative, food students were rated ($M=4.3478$) higher than hotel major ($M=3.9750$), $t=1.76$ and $p=0.084$; attitude, food students were rated ($M=4.6522$) higher than hotel major ($M=3.250$), $t=1.77$ and $p=0.082$; volume and rate, food students were rated ($M=4.3913$) higher than nutrition major ($M=3.9375$), $t=1.85$ and $p=0.077$; overall

performance, hotel students were rated ($M=4.2500$) less than travel major ($M=4.6364$), $t=-2.05$ and $p=0.053$; volume and rate, travel students were rated ($M=4.4545$) higher than nutrition major ($M=3.9375$), $t=1.74$ and $p=0.095$; reliability, travel students were rated ($M=4.7273$) higher than nutrition major ($M=4.1875$), $t=1.89$ and $p=0.071$.

Tabel 10J

Significant difference of employer's evaluation of student performance by major in 1995

Category		sample size		t - value	df	p-value
Initiative	food	N=23	4.3478			
	vs. hotel	N=40	3.9750	1.76	50.12	0.084*
Attitude	food	N=23	4.6522			
	vs. hotel	N=40	4.3250	1.77	53.95	0.082*
Relations	food	N=23	4.6087			
	vs. hotel	N=40	4.2500	2.08	56.56	0.042**
Accurate and thorough	food	N=23	4.5652			
	vs. nutrition	N=16	4.0000	2.21	23.95	0.037**
Volume and rate	food	N=23	4.3913			
	vs. nutrition	N=16	3.9375	1.85	24.55	0.077*
Attitude	food	N=23	4.6522			
	vs. nutrition	N=16	4.1250	2.17	27.67	0.038**
Relations	food	N=23	4.6087			
	vs. nutrition	N=16	4.0000	2.56	25.35	0.017**
Attitude	hotel	N=40	4.3250			
	vs. travel	N=11	4.8182	-2.81	33.08	0.008***
Overall performance	hotel	N=40	4.2500			
	vs. travel	N=11	4.6364	-2.05	22.07	0.053*

Tabel 10J (continue)

Significant difference of employer's evaluation of student performance by major in 1995

Category		sample size	mean	t - value	df	p-value
Accurate and thorough	travel	N=11	4.6364			
	vs. nutrition	N=16	4.0000	2.35	24.29	0.027**
Volume and rate	travel	N=11	4.4545			
	vs. nutrition	N=16	3.9375	1.74	24.26	0.095*
Reliability	travel	N=11	4.7273			
	vs. nutrition	N=16	4.1875	1.89	24.55	0.071*
Attitude	travel	N=11	4.8182			
	vs. nutrition	N=16	4.1250	2.94	23.31	0.007***
Overall performamnce	travel	N=11	4.6364			
	vs. nutrition	N=16	4.1875	2.20	22.70	0.038**

*p <= 0.1 ***p <= 0.01

p <= 0.05 **p <= 0.001

Table 11k is shown for the significance differences of student satisfaction in 1995 by major. There were two differences in coop coordinator category with food vs. travel and hotel vs. travel major. Food students rated coop experience (M=3.0769) less than travel major (M=4.1250), $t=-2.15$ and $p=0.046$ and hotel students rated coop experience (M=3.2963) less than travel major (M=4.1250), $t=-2.63$ and $p=0.016$. For location, food students rated coop experience (M=3.9091) less than hotel major (M=4.4359), $t=-2.15$ and $p=0.037$.

Table 11K

Significant difference of student satisfaction rating of coop experience by major in 1995

Category		sample size	mean	t - value	df	p-value
Location	food	N=23	3.9091			
	vs. hotel	N=39	4.4359	-2.15	43.32	0.037**
Coop coordinator	food	N=13	3.0769			
	vs. travel	N=8	4.1250	-2.15	17.29	0.046**
Coop coordinator	hotel	N=27	3.2963			
	vs. travel	N=8	4.1250	-2.63	21.19	0.016**

*p <= 0.1 ***p <= 0.01

p <= 0.05 **p <= 0.001

Most of the significant differences are in food major. There are eight significant differences in food vs. hotel, six in food vs. nutrition and three in food vs. travel. The other results are six differences in hotel vs. travel and six differences in travel vs. nutrition. Twenty of significant differences have p-value less than or equal to 0.1, nineteen of them have p-value less than or equal to 0.05, three of them have p-value less than or equal to 0.01 and none of them has p-value less than or equal to 0.001. The lesser p-value the more the differences.

The most significant changes category are 'pay' by gender and by major. Average men were paid more than women and diversity in major but still less satisfaction than other categories in student rating. Sex of evaluator has most effect on what they evaluated in 1995. Generally, male employers gave the higher rating to student more than female employers in 1995. Housing and coop coordinator are another differences occurring by major. Hotel and travel majors have the less satisfaction value to their housing and coop coordinator.

Chapter 4

Conclusions and Recommendations

The analysis of data from 1993 through 1995 was done. The researcher modified and added more varieties from Virani's project then the Coop and Placement office can receive the trends toward every quarter and respond to the changes that may be needed in the future. After the SPSS program was done, the following information are found about coop experience:

- There were more female student s doing coops from 1993 through 1995.
- About half or more than half of all coop students are from Hotel concentration.
- The trend of company type has changed from hotel to other type of company.
- Majority of the wages are ranged from \$5-\$6.99 per hour.
- Half or more than half of students obtained coop job by their own.
- Employers rating of student ranged from excellent to very good.

- Most of students works were located in state of New York.
- There are significant differences in 'pay' by gender in 1994-5.
- There are significant differences in coop coordinator, pay and housing found most in student satisfaction rating.
- In 1995, the results of difference in employer's evaluation are found abundantly by gender of evaluator.

There are several minor changes in program file itself. Reconstructed the SPSS program file has been done as following:

-Changing value label of var06 to a wider range of salary according to the increasing wages (see appendix A).

-Adding value label of var27 location of employment, the missing state number 8 'DC' (see appendix A).

-Adding value label of var04 for '5' double block instead of Virani's program which is giving two spaces to indicate what quarters student worked when they did a double block ,but the second space was left as the same format for old data.

-The researcher recode for changing the order of the survey response choices for the lower scale means negative and higher scale means positive in var07 of var17 value labels.

-From Virani's 1993 data file, the researcher cut out all unmatched data. The t-Test can't be completely accurate unless the number of sample sizes are equal.

For the comment section, most of the employers and students filled it out. The following comments were showed repeatedly.

For employer comments section filled out:

- Knowledge of the job.
- cooperative
- lack of punctuality
- fast learner
- attentive `
- TQM cultured
- motivated
- organized
- good time management
- team work
- reliable
- could ask for more guidance
- pay more attention to detail

- further training, more experience
- change attitude with guest under pressure
- communication skill
- need to take initiative
- keep track of different responsibilities
- improve language skill

For student comment section filled out:

- living situation.
- strict hours.
- problem with co-workers.
- work more hour by getting low wages.
- favoritism
- disorganized system.
- far from home and not knowing anyone.
- other employers not being reliable.
- changes of boss.
- limited background experience.
- last minute of scheduling.
- overbook of hotel occupancy.
- brought more knowledge of industry.
- improve skill of problem solving.
- get to know more about management.
- gave the confidence in job.
- reinforce the desire to work in industry.

Recommendation

The minor changes help the evaluation process become more effective and adapt to the reoccurring tendency. For the next project can be added on the comparison of each major in each year. For example, do the t-Test on food major from 1995 to 1996. Since the added year in program was done until 1997, the next data can be added and run the output file.

Another recommendation is to design the measurement method of comment section or use less open ended question and create the close ended questions more for student comment section filled out.

However if researcher needs more specific questions to measure specific variable, the measuring tool would need to be modified. Or else the measurement that we have has to be enhanced its efficiency. There are a lot more of SPSS program that we haven't explored in the survey. Try to change the different comparison to the different area. That can help the Coop and Placement office at RIT improve the cooperative education for the school.

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APPENDIX A:

Detail summary of employers' evaluation of student performance by gender and major and detail summary of student satisfaction rating by gender and major.

Tabel 1

Detail summary of employers' evaluation of student performance by gender in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	male	N=33	4.4545			
	vs. female	N=54	4.2593	1.24	82.40	0.220
Volume and rate	male	N=33	4.2727			
	vs. female	N=54	4.3148	-0.28	78.32	0.782
Competence	male	N=33	4.2424			
	vs. female	N=54	4.2778	-0.22	77.93	0.825
Ability to learn	male	N=33	4.4545			
	vs. female	N=54	4.3889	0.41	77.74	0.683
Initiative	male	N=33	4.1818			
	vs. female	N=54	4.1296	0.30	82.12	0.765
Reliability	male	N=33	4.5152			
	vs. female	N=54	4.4815	0.19	75.94	0.851
Judgement	male	N=33	4.3636			
	vs. female	N=54	4.1852	1.16	82.20	0.249
Attitude	male	N=33	4.6061			
	vs. female	N=54	4.5000	0.71	70.52	0.477
Relations	male	N=33	4.6061			
	vs. female	N=54	4.5000	0.71	62.54	0.483
Communication	male	N=33	4.2121			
	vs. female	N=54	4.3519	-0.86	75.27	0.395
Overall performance	male	N=33	4.5455			
	vs. female	N=54	4.4074	0.98	80.78	0.329

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 2

Detail summary of employers' evaluation of student performance by gender in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	male	N=16	4.3750			
	vs. female	N=21	4.4286	-0.25	25.76	0.802
Volume and rate	male	N=16	4.1250			
	vs. female	N=21	4.1429	-0.07	28.47	0.943
Competence	male	N=16	4.3750			
	vs. female	N=21	4.1429	1.17	31.06	0.252
Ability to learn	male	N=16	4.4375			
	vs. female	N=21	4.3333	0.58	34.12	0.566
Initiative	male	N=16	4.0000			
	vs. female	N=21	4.1429	-0.52	28.49	0.606
Reliability	male	N=16	4.4375			
	vs. female	N=21	4.4286	0.03	32.01	0.976
Judgement	male	N=16	4.5625			
	vs. female	N=21	4.1905	1.79	34.67	0.082*
Attitude	male	N=16	4.6250			
	vs. female	N=21	4.3810	0.94	30.89	0.352
Relations	male	N=16	4.6250			
	vs. female	N=21	4.3810	1.01	32.91	0.320
Communication	male	N=16	4.2500			
	vs. female	N=21	4.1429	0.60	28.86	0.552
Overall performance	male	N=16	4.4375			
	vs. female	N=21	4.4286	0.04	31.53	0.965

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 3

Detail summary of employers' evaluation of student performance by gender in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	male	N=32	4.3125			
	vs. female	N=58	4.4310	-0.71	51.13	0.480
Volume and rate	male	N=32	4.2813			
	vs. female	N=58	4.2241	0.33	58.22	0.742
Competence	male	N=32	4.2188			
	vs. female	N=58	4.2414	-0.14	59.11	0.888
Ability to learn	male	N=32	4.4063			
	vs. female	N=58	4.4655	-0.40	55.32	0.691
Initiative	male	N=32	4.0000			
	vs. female	N=58	4.1379	-0.73	59.33	0.466
Reliability	male	N=32	4.5000			
	vs. female	N=58	4.4138	0.54	66.43	0.593
Judgement	male	N=32	4.0930			
	vs. female	N=58	4.2241	-0.76	56.28	0.450
Attitude	male	N=32	4.5000			
	vs. female	N=58	4.3966	0.64	67.98	0.526
Relations	male	N=32	4.3125			
	vs. female	N=58	4.3276	-0.08	49.88	0.934
Communication	male	N=32	4.1563			
	vs. female	N=58	4.1724	-0.10	63.03	0.924
Overall performance	male	N=32	4.3125			
	vs. female	N=58	4.3621	-0.31	50.46	0.755

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 4

Detail summary of student satisfaction rating by gender in 1993

<u>Category</u>		<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	male	N=33	3.6667			
	vs. female	N=53	3.7736	-0.45	68.29	0.657
Coop and career interest	male	N=33	3.5152			
	vs. female	N=53	3.8113	-1.38	72.26	0.173
Location	male	N=33	4.2121			
	vs. female	N=53	3.9811	1.23	72.12	0.223
Housing	male	N=29	4.1379			
	vs. female	N=45	3.9778	0.60	63.08	0.553
Pay	male	N=33	3.2424			
	vs. female	N=54	3.1852	0.22	59.59	0.828
Job search preparation	male	N=29	2.6552			
	vs. female	N=48	2.7917	-0.50	58.89	0.622
Coop coordinator	male	N=26	2.6154			
	vs. female	N=42	2.9762	-1.28	52.43	0.205

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 5

Detail summary of student satisfaction rating by gender in 1994

<u>Category</u>		<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	male	N=16	4.0625			
	vs. female	N=21	3.4286	1.92	34.39	0.063*
Coop and career interest	male	N=16	4.0000			
	vs. female	N=21	3.8095	0.55	30.41	0.588
Location	male	N=16	4.3750			
	vs. female	N=20	3.9000	1.64	33.53	0.111
Housing	male	N=11	4.1818			
	vs. female	N=12	4.3333	-0.37	20.84	0.716
Pay	male	N=16	3.8125			
	vs. female	N=19	3.0526	1.91	32.09	0.065*
Job search preparation	male	N=10	3.1000			
	vs. female	N=16	2.6250	1.10	18.19	0.286
Coop coordinator	male	N=9	3.3333			
	vs. female	N=15	3.2667	0.13	21.37	0.895

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 6

Detail summary of student satisfaction rating by gender in 1995

<u>Category</u>		<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	male	N=30	4.0333			
	vs. female	N=58	3.7931	1.18	67.96	0.242
Coop and career interest	male	N=31	4.0000			
	vs. female	N=58	3.8793	0.50	55.93	0.620
Location	male	N=31	4.1613			
	vs. female	N=56	4.1786	-0.08	57.91	0.939
Housing	male	N=17	4.4118			
	vs. female	N=24	3.9167	1.37	38.21	0.180
Pay	male	N=30	3.5667			
	vs. female	N=58	3.0172	2.40	49.11	0.047**
Job search preparation	male	N=16	3.1875			
	vs. female	N=37	3.1351	0.16	35.45	0.870
Coop coordinator	male	N=18	3.4444			
	vs. female	N=42	3.4286	0.05	44.14	0.960

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 7

Detail summary of employers' evaluation of student performance by gender of evaluator in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	male	N=48	4.2083			
	vs. female	N=32	4.4375	-1.32	72.61	0.191
Volume and rate	male	N=48	4.2292			
	vs. female	N=32	4.4063	-1.05	64.42	0.300
Competence	male	N=48	4.2083			
	vs. female	N=32	4.3438	-0.77	69.65	0.442
Ability to learn	male	N=48	4.3333			
	vs. female	N=32	4.4688	-0.80	75.13	0.425
Initiative	male	N=48	4.0208			
	vs. female	N=32	4.2813	-1.44	77.96	0.153
Reliability	male	N=48	4.3125			
	vs. female	N=32	4.7188	-2.30	78.00	0.024**
Judgement	male	N=48	4.1875			
	vs. female	N=32	4.3125	-0.74	73.44	0.464
Attitude	male	N=48	4.6061			
	vs. female	N=32	4.5000	-1.63	70.97	0.108
Relations	male	N=48	4.6061			
	vs. female	N=32	4.5000	-1.55	67.05	0.125
Communication	male	N=48	4.2121			
	vs. female	N=32	4.3519	-1.61	75.23	0.113
Overall performance	male	N=48	4.5455			
	vs. female	N=32	4.4074	-0.89	73.64	0.378

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 8

Detail summary of employers' evaluation of student performance by gender of evaluator in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	male	N=20	4.3500			
	vs. female	N=17	4.4706	-0.60	33.27	0.551
Volume and rate	male	N=20	3.9500			
	vs. female	N=17	4.3529	-1.76	33.78	0.088*
Competence	male	N=20	4.2000			
	vs. female	N=17	4.2941	-0.49	33.42	0.629
Ability to learn	male	N=20	4.2500			
	vs. female	N=17	4.5244	-1.59	34.65	0.120
Initiative	male	N=20	4.0000			
	vs. female	N=17	4.1765	-0.69	33.74	0.496
Reliability	male	N=20	4.3000			
	vs. female	N=17	4.5882	-1.03	34.26	0.308
Judgement	male	N=20	4.2500			
	vs. female	N=17	4.4706	-1.00	34.97	0.324
Attitude	male	N=20	4.4500			
	vs. female	N=17	4.5294	-0.32	30.21	0.748
Relations	male	N=20	4.4500			
	vs. female	N=17	4.5294	-0.33	34.58	0.741
Communication	male	N=20	4.1500			
	vs. female	N=17	4.2353	-0.51	34.46	0.616
Overall performance	male	N=20	4.3500			
	vs. female	N=17	4.5294	-0.92	34.68	0.364

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 9

Detail summary of employers' evaluation of student performance by gender of evaluator in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	male	N=49	4.5306			
	vs. female	N=41	4.2195	2.09	72.04	0.040**
Volume and rate	male	N=49	4.3469			
	vs. female	N=41	4.1220	1.39	75.34	0.169
Competence	male	N=49	4.2857			
	vs. female	N=41	4.1707	0.76	78.22	0.451
Ability to learn	male	N=49	4.5714			
	vs. female	N=41	4.2927	2.07	78.90	0.041**
Initiative	male	N=49	4.2245			
	vs. female	N=41	3.9268	1.71	85.40	0.090*
Reliability	male	N=49	4.5714			
	vs. female	N=41	4.2927	1.79	79.74	0.077*
Judgement	male	N=49	4.2653			
	vs. female	N=41	4.0732	1.20	77.22	0.233
Attitude	male	N=49	4.5714			
	vs. female	N=41	4.2683	1.89	74.35	0.062*
Relations	male	N=49	4.4694			
	vs. female	N=41	4.1463	1.99	62.82	0.050*
Communication	male	N=49	4.2857			
	vs. female	N=41	4.0244	1.65	84.29	0.103
Overall performance	male	N=49	4.4694			
	vs. female	N=41	4.1951	1.97	76.87	0.052*

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 10

Detail summary of employers' evaluation of student performance by food vs. hotel in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=11	4.4545			
	vs. hotel	N=57	4.2807	0.65	13.89	0.528
Volume and rate	food	N=11	4.2727			
	vs. hotel	N=57	4.2982	-0.17	14.99	0.908
Competence	food	N=11	4.4545			
	vs. hotel	N=57	4.1754	1.20	15.44	0.247
Ability to learn	food	N=11	4.5455			
	vs. hotel	N=57	4.3684	0.76	15.96	0.460
Initiative	food	N=11	4.0909			
	vs. hotel	N=57	4.1404	-0.14	11.82	0.892
Reliability	food	N=11	4.6364			
	vs. hotel	N=57	4.4561	0.94	23.99	0.358
Judgement	food	N=11	4.4545			
	vs. hotel	N=57	4.1754	1.20	15.44	0.247
Attitude	food	N=11	4.5455			
	vs. hotel	N=57	4.5088	0.14	12.60	0.891
Relations	food	N=11	4.6364			
	vs. hotel	N=57	4.5263	0.63	17.30	0.538
Communication	food	N=11	4.3636			
	vs. hotel	N=57	4.2807	0.31	13.76	0.759
Overall performance	food	N=11	4.6364			
	vs. hotel	N=57	4.4035	1.05	14.18	0.312

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 11

Detail summary of employers' evaluation of student performance by food vs. hotel in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=8	4.2500			
	vs. hotel	N=18	4.4444	-0.67	11.95	0.514
Volume and rate	food	N=8	3.7500			
	vs. hotel	N=18	4.2778	-1.79	12.84	0.098*
Competence	food	N=8	4.2500			
	vs. hotel	N=18	4.3333	-0.39	17.20	0.704
Ability to learn	food	N=8	4.2500			
	vs. hotel	N=18	4.5000	-1.23	14.94	0.239
Initiative	food	N=8	4.2500			
	vs. hotel	N=18	4.0000	0.78	15.95	0.445
Reliability	food	N=8	4.2500			
	vs. hotel	N=18	4.8333	-2.19	8.89	0.056*
Judgement	food	N=8	4.0000			
	vs. hotel	N=18	4.5556	-2.33	15.47	0.034**
Attitude	food	N=8	4.5000			
	vs. hotel	N=18	4.6111	-0.42	19.32	0.678
Relations	food	N=8	4.5000			
	vs. hotel	N=18	4.6111	-0.35	12.56	0.729
Communication	food	N=8	4.2500			
	vs. hotel	N=18	4.1667	0.41	14.94	0.688
Overall performance	food	N=8	4.5000			
	vs. hotel	N=18	4.5000	0.00	15.54	1.000

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 12

Detail summary of employers' evaluation of student performance by food vs. hotel in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=23	4.5652			
	vs. hotel	N=40	4.3750	1.17	50.80	0.246
Volume and rate	food	N=23	4.3913			
	vs. hotel	N=40	4.2250	0.95	57.45	0.347
Competence	food	N=23	4.3913			
	vs. hotel	N=40	4.1750	1.31	53.66	0.197
Ability to learn	food	N=23	4.5652			
	vs. hotel	N=40	4.4250	0.86	51.23	0.393
Initiative	food	N=23	4.3478			
	vs. hotel	N=40	3.9750	1.76	50.12	0.084*
Reliability	food	N=23	4.6087			
	vs. hotel	N=40	4.3750	1.25	45.06	0.219
Judgement	food	N=23	4.2609			
	vs. hotel	N=40	4.1750	0.46	49.16	0.646
Attitude	food	N=23	4.6522			
	vs. hotel	N=40	4.3250	1.77	53.95	0.082*
Relations	food	N=23	4.6087			
	vs. hotel	N=40	4.2500	2.08	56.56	0.042**
Communication	food	N=23	4.2174			
	vs. hotel	N=40	4.1750	0.22	48.29	0.830
Overall performance	food	N=23	4.4783			
	vs. hotel	N=40	4.2500	1.28	48.35	0.206

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 13

Detail summary of employers' evaluation of student performance by food vs. travel in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=11	4.4545			
	vs. travel	N=7	4.2857	0.39	11.48	0.706
Volume and rate	food	N=11	4.2727			
	vs. travel	N=7	4.4286	-0.44	11.04	0.670
Competence	food	N=11	4.4545			
	vs. travel	N=7	4.4286	0.07	11.60	0.944
Ability to learn	food	N=11	4.5455			
	vs. travel	N=7	4.2857	0.77	11.99	0.476
Initiative	food	N=11	4.0909			
	vs. travel	N=7	4.0000	0.15	11.67	0.881
Reliability	food	N=11	4.6364			
	vs. travel	N=7	4.0000	1.38	7.48	0.208
Judgement	food	N=11	4.4545			
	vs. travel	N=7	4.4286	0.07	11.60	0.944
Attitude	food	N=11	4.5455			
	vs. travel	N=7	4.4286	0.26	11.24	0.797
Relations	food	N=11	4.6364			
	vs. travel	N=7	4.5714	0.19	9.17	0.850
Communication	food	N=11	4.3636			
	vs. travel	N=7	4.4286	-0.17	13.20	0.868
Overall performance	food	N=11	4.6364			
	vs. travel	N=7	4.2857	0.85	9.85	0.416

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 14

Detail summary of employers' evaluation of student performance by food vs. travel in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=8	4.2500			
	vs. travel	N=10	4.4000	-0.50	12.48	0.624
Volume and rate	food	N=8	3.7500			
	vs. travel	N=10	4.3000	-1.67	14.81	0.115
Competence	food	N=8	4.2500			
	vs. travel	N=10	4.0000	0.94	15.76	0.363
Ability to learn	food	N=8	4.2500			
	vs. travel	N=10	4.2000	0.19	15.91	0.849
Initiative	food	N=8	4.2500			
	vs. travel	N=10	4.0000	0.70	15.86	0.497
Reliability	food	N=8	4.2500			
	vs. travel	N=10	4.1000	0.35	15.41	0.731
Judgement	food	N=8	4.0000			
	vs. travel	N=10	4.2000	-0.64	15.66	0.532
Attitude	food	N=8	4.5000			
	vs. travel	N=10	4.3000	0.56	14.60	0.581
Relations	food	N=8	4.5000			
	vs. travel	N=10	4.4000	0.29	14.56	0.777
Communication	food	N=8	4.2500			
	vs. travel	N=10	4.2000	0.19	15.91	0.849
Overall performance	food	N=8	4.5000			
	vs. travel	N=10	4.3000	0.70	16.00	0.493

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 15

Detail summary of employers' evaluation of student performance by food vs. travel in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=23	4.5652			
	vs. travel	N=11	4.6364	-0.36	22.90	0.719
Volume and rate	food	N=23	4.3913			
	vs. travel	N=11	4.4545	-0.26	17.14	0.796
Competence	food	N=23	4.3913			
	vs. travel	N=11	4.2727	0.40	14.12	0.697
Ability to learn	food	N=23	4.5652			
	vs. travel	N=11	4.4545	0.40	15.14	0.694
Initiative	food	N=23	4.3478			
	vs. travel	N=11	4.1818	0.54	17.80	0.598
Reliability	food	N=23	4.6087			
	vs. travel	N=11	4.7273	-0.48	21.94	0.635
Judgement	food	N=23	4.2609			
	vs. travel	N=11	4.2727	-0.04	15.76	0.970
Attitude	food	N=23	4.6522			
	vs. travel	N=11	4.8182	-0.91	29.43	0.369
Relations	food	N=23	4.6087			
	vs. travel	N=11	4.4545	0.64	17.14	0.530
Communication	food	N=23	4.2174			
	vs. travel	N=11	4.1818	0.12	17.04	0.908
Overall performance	food	N=23	4.4783			
	vs. travel	N=11	4.6364	-0.77	25.53	0.450

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 16

Detail summary of employers' evaluation of student performance by hotel vs. travel in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	hotel	N=57	4.2807			
	vs. travel	N=7	4.2857	-0.01	7.07	0.990
Volume and rate	hotel	N=57	4.2982			
	vs. travel	N=7	4.4286	-0.42	7.24	0.688
Competence	hotel	N=57	4.1754			
	vs. travel	N=7	4.4286	-0.80	7.53	0.446
Ability to learn	hotel	N=57	4.3684			
	vs. travel	N=7	4.2857	0.27	7.82	0.794
Initiative	hotel	N=57	4.1404			
	vs. travel	N=7	4.0000	0.28	6.53	0.787
Reliability	hotel	N=57	4.4561			
	vs. travel	N=7	4.0000	1.01	6.90	0.347
Judgement	hotel	N=57	4.1754			
	vs. travel	N=7	4.4286	-0.80	7.53	0.040
Attitude	hotel	N=57	4.5088			
	vs. travel	N=7	4.4286	0.21	6.69	0.839
Relations	hotel	N=57	4.5263			
	vs. travel	N=7	4.5714	-0.15	7.07	0.888
Communication	hotel	N=57	4.2807			
	vs. travel	N=7	4.4286	-0.47	7.50	0.652
Overall performance	hotel	N=57	4.4035			
	vs. travel	N=7	4.2857	0.32	6.77	0.760

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 17

Detail summary of employers' evaluation of student performance by hotel vs. travel in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	hotel	N=18	4.4444			
	vs. travel	N=10	4.4000	0.20	21.67	0.841
Volume and rate	hotel	N=18	4.2778			
	vs. travel	N=10	4.3000	-0.08	18.58	0.934
Competence	hotel	N=18	4.3330			
	vs. travel	N=10	4.0000	1.32	16.95	0.205
Ability to learn	hotel	N=18	4.5000			
	vs. travel	N=10	4.2000	1.28	15.71	0.218
Initiative	hotel	N=18	4.0000			
	vs. travel	N=10	4.0000	0.00	19.19	1.000
Reliability	hotel	N=18	4.8333			
	vs. travel	N=10	4.1000	2.04	10.23	0.068*
Judgement	hotel	N=18	4.5556			
	vs. travel	N=10	4.2000	1.23	15.20	0.237
Attitude	hotel	N=18	4.6111			
	vs. travel	N=10	4.3000	0.88	15.81	0.389
Relations	hotel	N=18	4.6111			
	vs. travel	N=10	4.4000	0.77	18.69	0.453
Communication	hotel	N=18	4.1667			
	vs. travel	N=10	4.2000	-0.14	15.71	0.888
Overall performance	hotel	N=18	4.5000			
	vs. travel	N=10	4.3000	0.77	17.35	0.449

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 18

Detail summary of employers' evaluation of student performance by hotel vs. travel in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	hotel	N=40	4.3750			
	vs. travel	N=11	4.6364	-1.41	21.67	0.841
Volume and rate	hotel	N=40	4.2250			
	vs. travel	N=11	4.4545	-0.95	18.58	0.934
Competence	hotel	N=40	4.1750			
	vs. travel	N=11	4.2727	-0.33	16.95	0.205
Ability to learn	hotel	N=40	4.4250			
	vs. travel	N=11	4.4545	-11.00	15.71	0.218
Initiative	hotel	N=40	3.9750			
	vs. travel	N=11	4.1818	-0.70	19.19	1.000
Reliability	hotel	N=40	4.3750			
	vs. travel	N=11	4.7273	-1.57	10.23	0.068*
Judgement	hotel	N=40	4.1750			
	vs. travel	N=11	4.2727	-0.33	15.20	0.237
Attitude	hotel	N=40	4.3250			
	vs. travel	N=11	4.8182	-2.81	15.81	0.389
Relations	hotel	N=40	4.2500			
	vs. travel	N=11	4.4545	-0.85	18.69	0.453
Communication	hotel	N=40	4.1750			
	vs. travel	N=11	4.1818	-0.02	15.71	0.888
Overall performance	hotel	N=40	4.2500			
	vs. travel	N=11	4.6364	-2.05	22.07	0.053*

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 19

Detail summary of employers' evaluation of student performance by travel vs. nutrition in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	travel	N=7	4.2857			
	vs. nutrition	N=12	4.5000	-0.55	8.16	0.597
Volume and rate	travel	N=7	4.4286			
	vs. nutrition	N=12	4.2500	0.46	13.74	0.653
Competence	travel	N=7	4.4286			
	vs. nutrition	N=12	4.4167	0.03	11.05	0.974
Ability to learn	travel	N=7	4.2857			
	vs. nutrition	N=12	4.5833	-0.92	9.32	0.379
Initiative	travel	N=7	4.0000			
	vs. nutrition	N=12	4.3333	-0.64	7.82	0.542
Reliability	travel	N=7	4.0000			
	vs. nutrition	N=12	4.8333	-1.85	6.81	0.108
Judgement	travel	N=7	4.4286			
	vs. nutrition	N=12	4.3333	0.27	10.81	0.792
Attitude	travel	N=7	4.4286			
	vs. nutrition	N=12	4.7500	-0.82	7.53	0.437
Relations	travel	N=7	4.5714			
	vs. nutrition	N=12	4.5000	0.19	12.84	0.852
Communication	travel	N=7	4.4286			
	vs. nutrition	N=12	4.2500	0.48	12.23	0.637
Overall performance	travel	N=7	4.2857			
	vs. nutrition	N=12	4.6667	-0.99	7.92	0.354

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 20

Detail summary of employers' evaluation of student performance by travel vs. nutrition in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	travel	N=10	4.4000			
	vs. nutrition	N=1	5.0000	-	0.00	-
Volume and rate	travel	N=10	4.3000			
	vs. nutrition	N=1	3.0000	-	0.00	-
Competence	travel	N=10	4.0000			
	vs. nutrition	N=1	5.0000	-	0.00	-
Ability to learn	travel	N=10	4.2000			
	vs. nutrition	N=1	5.0000	-	0.00	-
Initiative	travel	N=10	4.0000			
	vs. nutrition	N=1	5.0000	-	0.00	-
Reliability	travel	N=10	4.1000			
	vs. nutrition	N=1	2.0000	-	0.00	-
Judgement	travel	N=10	4.2000			
	vs. nutrition	N=1	5.0000	-	0.00	-
Attitude	travel	N=10	4.3000			
	vs. nutrition	N=1	4.0000	-	0.00	-
Relations	travel	N=10	4.4000			
	vs. nutrition	N=1	3.0000	-	0.00	-
Communication	travel	N=10	4.2000			
	vs. nutrition	N=1	4.0000	-	0.00	-
Overall performance	travel	N=10	4.3000			
	vs. nutrition	N=1	4.0000	-	0.00	-

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 21

Detail summary of employers' evaluation of student performance by travel vs. nutrition in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	travel	N=11	4.6364			
	vs. nutrition	N=16	4.0000	2.35	24.29	0.027**
Volume and rate	travel	N=11	4.4545			
	vs. nutrition	N=16	3.9375	1.74	24.26	0.095*
Competence	travel	N=11	4.2727			
	vs. nutrition	N=16	4.1250	0.45	18.27	0.656
Ability to learn	travel	N=11	4.4545			
	vs. nutrition	N=16	4.3125	0.52	14.70	0.613
Initiative	travel	N=11	4.1818			
	vs. nutrition	N=16	3.9375	0.75	19.81	0.463
Reliability	travel	N=11	4.7273			
	vs. nutrition	N=16	4.1875	1.89	24.55	0.071*
Judgement	travel	N=11	4.2727			
	vs. nutrition	N=16	4.0000	0.83	18.50	0.417
Attitude	travel	N=11	4.8182			
	vs. nutrition	N=16	4.1250	2.94	23.31	0.007***
Relations	travel	N=11	4.4545			
	vs. nutrition	N=16	4.0000	1.56	23.85	0.131
Communication	travel	N=11	4.1818			
	vs. nutrition	N=16	4.0625	0.38	17.98	0.708
Overall performance	travel	N=11	4.6364			
	vs. nutrition	N=16	4.1875	2.20	22.70	0.038**

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 22

Detail summary of employers' evaluation of student performance by food vs. nutrition in 1993

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=11	4.4545			
	vs. nutrition	N=12	4.5000	-0.16	16.71	0.877
Volume and rate	food	N=11	4.2727			
	vs. nutrition	N=12	4.2500	0.07	20.22	0.944
Competence	food	N=11	4.4545			
	vs. nutrition	N=12	4.4167	0.13	20.71	0.895
Ability to learn	food	N=11	4.5455			
	vs. nutrition	N=12	4.5833	-0.15	18.48	0.884
Initiative	food	N=11	4.0909			
	vs. nutrition	N=12	4.3330	-0.62	15.64	0.544
Reliability	food	N=11	4.6364			
	vs. nutrition	N=12	4.8333	-1.04	18.80	0.311
Judgement	food	N=11	4.4545			
	vs. nutrition	N=12	4.3330	0.43	20.57	0.669
Attitude	food	N=11	4.5455			
	vs. nutrition	N=12	4.7500	-0.73	15.27	0.476
Relations	food	N=11	4.6364			
	vs. nutrition	N=12	4.5000	0.49	18.76	0.627
Communication	food	N=11	4.3636			
	vs. nutrition	N=12	4.2500	0.35	20.47	0.732
Overall performance	food	N=11	4.6364			
	vs. nutrition	N=12	4.6667	-0.12	18.21	0.904

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 23

Detail summary of employers' evaluation of student performance by food vs. nutrition in 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=8	4.2500			
	vs. nutrition	N=1	5.0000	-	0.00	-
Volume and rate	food	N=8	3.7500			
	vs. nutrition	N=1	3.0000	-	0.00	-
Competence	food	N=8	4.2500			
	vs. nutrition	N=1	5.0000	-	0.00	-
Ability to learn	food	N=8	4.2500			
	vs. nutrition	N=1	5.0000	-	0.00	-
Initiative	food	N=8	4.2500			
	vs. nutrition	N=1	5.0000	-	0.00	-
Reliability	food	N=8	4.2500			
	vs. nutrition	N=1	2.0000	-	0.00	-
Judgement	food	N=8	4.0000			
	vs. nutrition	N=1	5.0000	-	0.00	-
Attitude	food	N=8	4.5000			
	vs. nutrition	N=1	4.0000	-	0.00	-
Relations	food	N=8	4.5000			
	vs. nutrition	N=1	3.0000	-	0.00	-
Communication	food	N=8	4.2500			
	vs. nutrition	N=1	4.0000	-	0.00	-
Overall performance	food	N=8	4.5000			
	vs. nutrition	N=1	4.0000	-	0.00	-

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 24

Detail summary of employers' evaluation of student performance by food vs. nutrition in 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	food	N=23	4.5652			
	vs. nutrition	N=16	4.0000	2.21	23.95	0.037**
Volume and rate	food	N=23	4.3913			
	vs. nutrition	N=16	3.9375	1.85	24.55	0.077*
Competence	food	N=23	4.3913			
	vs. nutrition	N=16	4.1250	1.23	27.89	0.230
Ability to learn	food	N=23	4.5652			
	vs. nutrition	N=16	4.3125	1.47	36.02	0.150
Initiative	food	N=23	4.3478			
	vs. nutrition	N=16	3.9375	1.63	32.52	0.113
Reliability	food	N=23	4.6087			
	vs. nutrition	N=16	4.1875	1.64	29.29	0.112
Judgement	food	N=23	4.2609			
	vs. nutrition	N=16	4.0000	1.12	31.17	0.270
Attitude	food	N=23	4.6522			
	vs. nutrition	N=16	4.1250	2.17	27.67	0.038**
Relations	food	N=23	4.6087			
	vs. nutrition	N=16	4.0000	2.56	25.35	0.017**
Communication	food	N=23	4.2174			
	vs. nutrition	N=16	4.0625	0.68	34.00	0.503
Overall performance	food	N=23	4.4783			
	vs. nutrition	N=16	4.1875	1.50	35.93	0.143

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 25

Detail summary of student satisfaction rating by food vs. hotel in 1993

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=11	3.6364			
	vs. hotel	N=56	3.6607	-0.06	13.25	0.951
Coop and career interest	food	N=11	3.6364			
	vs. hotel	N=56	3.7143	-0.25	15.22	0.805
Location	food	N=11	4.0000			
	vs. hotel	N=56	4.1071	-0.33	12.80	0.744
Housing	food	N=9	4.6667			
	vs. hotel	N=47	3.9362	2.53	17.38	0.022**
Pay	food	N=11	2.8182			
	vs. hotel	N=57	3.1754	-0.79	12.81	0.442
Job search preparation	food	N=8	2.8750			
	vs. hotel	N=51	2.9020	-0.09	16.49	0.925
Coop coordinator	food	N=8	2.6250			
	vs. hotel	N=43	2.9535	-0.89	11.57	0.391

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 26

Detail summary of student satisfaction rating by food vs. hotel in 1994

<u>Category</u>		<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	food	N=8	3.5000			
	vs. hotel	N=18	4.0556	-1.41	13.67	0.182
Coop and career interest	food	N=8	4.0000			
	vs. hotel	N=18	4.2778	-0.75	11.31	0.471
Location	food	N=8	4.3750			
	vs. hotel	N=18	4.1667	0.58	18.70	0.570
Housing	food	N=6	4.5000			
	vs. hotel	N=13	4.1538	0.74	13.24	0.471
Pay	food	N=8	3.5000			
	vs. hotel	N=18	3.8333	-0.74	18.65	0.466
Job search preparation	food	N=5	2.6000			
	vs. hotel	N=14	3.0000	-0.67	7.30	0.525
Coop coordinator	food	N=5	3.0000			
	vs. hotel	N=13	3.4615	-0.66	5.79	0.533*

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 27

Detail summary of student satisfaction rating by food vs. hotel in 1995

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=22	3.8182			
	vs. hotel	N=39	3.9744	-0.60	40.92	0.553
Coop and career interest	food	N=22	4.0435			
	vs. hotel	N=39	4.1026	-0.23	50.80	0.818
Location	food	N=22	3.9091			
	vs. hotel	N=39	4.4359	-2.15	43.32	0.037**
Housing	food	N=11	4.0000			
	vs. hotel	N=21	4.2857	-0.65	20.51	0.524
Pay	food	N=23	3.0870			
	vs. hotel	N=38	3.3947	-1.02	48.17	0.314
Job search preparation	food	N=12	2.7500			
	vs. hotel	N=22	3.3182	-1.28	20.29	0.214
Coop coordinator	food	N=13	3.0769			
	vs. hotel	N=27	3.2963	-0.45	18.43	0.655

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 28

Detail summary of student satisfaction rating by food vs. travel in 1993

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=11	3.6364			
	vs. travel	N=7	4.1429	-0.77	11.06	0.460
Coop and career interest	food	N=11	3.6364			
	vs. travel	N=7	3.8571	-0.45	11.51	0.661
Location	food	N=11	4.0000			
	vs. travel	N=7	3.7143	0.61	13.42	0.553
Housing	food	N=9	4.6667			
	vs. travel	N=7	3.5714	2.24	9.52	0.050**
Pay	food	N=11	2.8182			
	vs. travel	N=7	3.2857	-0.92	15.75	0.373
Job search preparation	food	N=8	2.8750			
	vs. travel	N=6	2.8333	0.07	6.75	0.946
Coop coordinator	food	N=8	2.6250			
	vs. travel	N=6	3.3333	-1.33	10.12	0.212

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 29

Detail summary of student satisfaction rating by food vs. travel in 1994

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=8	3.5000			
	vs. travel	N=10	3.5000	0.00	15.45	1.000
Coop and career interest	food	N=8	4.0000			
	vs. travel	N=10	3.2000	1.57	15.97	0.135
Location	food	N=8	4.3750			
	vs. travel	N=10	3.8000	1.59	15.50	0.133
Housing	food	N=6	4.5000			
	vs. travel	N=4	4.2500	0.59	7.98	0.571
Pay	food	N=8	3.5000			
	vs. travel	N=9	2.4444	2.59	13.28	0.022**
Job search preparation	food	N=5	2.6000			
	vs. travel	N=6	2.8333	-0.43	4.86	0.682
Coop coordinator	food	N=5	3.0000			
	vs. travel	N=5	3.6000	-0.65	7.96	0.536

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 30

Detail summary of student satisfaction rating by food vs. travel in 1995

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=22	3.8182			
	vs. travel	N=11	3.4545	0.96	19.59	0.349
Coop and career interest	food	N=22	4.0435			
	vs. travel	N=11	3.3636	1.50	14.61	0.156
Location	food	N=22	3.9091			
	vs. travel	N=11	4.0000	-0.30	23.54	0.768
Housing	food	N=11	4.0000			
	vs. travel	N=5	3.8000	0.29	7.15	0.778
Pay	food	N=23	3.0870			
	vs. travel	N=11	2.7273	0.84	18.80	0.412
Job search preparation	food	N=12	2.7500			
	vs. travel	N=9	3.3333	-0.97	16.43	0.345
Coop coordinator	food	N=13	3.0769			
	vs. travel	N=8	4.1250	-2.15	17.29	0.046*

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 31

Detail summary of student satisfaction rating by food vs. nutrition in 1993

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=11	3.6364			
	vs. nutrition	N=12	3.9167	-0.65	17.06	0.523
Coop and career interest	food	N=11	3.6364			
	vs. nutrition	N=12	3.5833	0.13	20.99	0.896
Location	food	N=11	4.0000			
	vs. nutrition	N=12	4.1667	-0.41	20.50	0.685
Housing	food	N=9	4.6667			
	vs. nutrition	N=11	4.2727	0.88	16.10	0.394
Pay	food	N=11	2.8182			
	vs. nutrition	N=12	3.6667	-1.77	15.34	0.096*
Job search preparation	food	N=8	2.8750			
	vs. nutrition	N=12	1.9167	2.98	17.19	0.008***
Coop coordinator	food	N=8	2.6250			
	vs. nutrition	N=11	2.2727	0.76	16.62	0.459

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 32

Detail summary of student satisfaction rating by food vs. nutrition in 1994

Category		sample size	mean	t-value	df	p-value
Job responsibility	food	N=8	3.5000			
	vs. nutrition	N=1	1.0000	-	0.00	-
Coop and career interest	food	N=8	4.0000			
	vs. nutrition	N=1	3.0000	-	0.00	-
Location	food	N=8	4.3750			
	vs. nutrition	N=1	-	-	0.00	-
Housing	food	N=8	4.8750			
	vs. nutrition	N=1	-	-	0.00	-
Pay	food	N=8	3.5000			
	vs. nutrition	N=1	-	-	0.00	-
Job search preparation	food	N=8	3.8750			
	vs. nutrition	N=1	1.0000	-	0.00	-
Coop coordinator	food	N=8	4.1250			
	vs. nutrition	N=1	1.0000	-	0.00	-

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 33

Detail summary of student satisfaction rating by food vs. nutrition in 1995

<u>Category</u>		<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	food	N=22	3.8182			
	vs. nutrition	N=16	4.0000	-0.59	34.47	0.561
Coop and career interest	food	N=23	4.0435			
	vs. nutrition	N=16	3.6875	1.22	33.67	0.231
Location	food	N=22	3.9091			
	vs. nutrition	N=15	4.0000	-0.24	24.03	0.812
Housing	food	N=11	4.0000			
	vs. nutrition	N=4	4.0000	0.00	3.79	1.000
Pay	food	N=23	3.0870			
	vs. nutrition	N=16	3.2500	-0.46	33.55	0.649
Job search preparation	food	N=12	2.7500			
	vs. nutrition	N=10	3.1000	-0.80	17.96	0.436
Coop coordinator	food	N=13	3.0769			
	vs. nutrition	N=12	3.6667	-1.01	22.96	0.324

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 34
Detail summary of student satisfaction rating by hotel vs. travel in 1993

<u>Category</u>	<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	hotel vs. travel N=56 N=7	3.6607 4.1429	-0.84	6.82	0.427
Coop and career interest	hotel vs. travel N=56 N=7	3.7143 3.8571	-0.33	7.44	0.747
Location	hotel vs. travel N=56 N=7	4.1071 3.7143	1.04	7.17	0.330
Housing	hotel vs. travel N=47 N=7	3.9362 3.5714	0.79	7.95	0.451
Pay	hotel vs. travel N=57 N=7	3.1754 3.2857	-0.34	9.93	0.741
Job search preparation	hotel vs. travel N=51 N=6	2.9020 2.8333	0.12	6.04	0.908
Coop coordinator	hotel vs. travel N=43 N=6	2.9535 3.3333	-0.83	6.87	0.434

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 35

Detail summary of student satisfaction rating by hotel vs. travel in 1994

Category		sample size	mean	t-value	df	p-value
Job responsibility	hotel	N=18	4.0556			
	vs. travel	N=10	3.5000	1.47	18.15	0.159
Coop and career interest	hotel	N=18	4.2778			
	vs. travel	N=10	3.2000	2.52	12.84	0.026**
Location	hotel	N=18	4.1667			
	vs. travel	N=10	3.8000	1.05	23.33	0.306
Housing	hotel	N=13	4.1538			
	vs. travel	N=4	4.2500	-0.24	12.40	0.816
Pay	hotel	N=18	3.8333			
	vs. travel	N=9	2.4444	3.57	24.50	0.002***
Job search preparation	hotel	N=14	3.0000			
	vs. travel	N=6	2.8333	0.47	17.70	0.645
Coop coordinator	hotel	N=13	3.4615			
	vs. travel	N=5	3.6000	-0.19	5.55	0.858

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 36

Detail summary of student satisfaction rating by hotel vs. travel in 1995

Category		sample size	mean	t-value	df	p-value
Job responsibility	hotel	N=39	3.9744			
	vs. travel	N=11	3.4545	1.50	14.88	0.154
Coop and career interest	hotel	N=39	4.1026			
	vs. travel	N=11	3.3636	1.67	13.51	0.119
Location	hotel	N=39	4.4359			
	vs. travel	N=11	4.0000	1.58	18.60	0.130
Housing	hotel	N=21	4.2857			
	vs. travel	N=5	3.8000	0.76	5.70	0.477
Pay	hotel	N=38	3.3947			
	vs. travel	N=11	2.7273	1.64	16.08	0.120
Job search preparation	hotel	N=22	3.3182			
	vs. travel	N=9	3.3333	-0.03	12.40	0.978
Coop coordinator	hotel	N=27	3.2963			
	vs. travel	N=8	4.1250	-2.63	21.19	0.016**

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 37

Detail summary of student satisfaction rating by travel vs. nutrition in 1993

Category		sample size	mean	t-value	df	p-value
Job responsibility	travel	N=7	4.1429			
	vs. nutrition	N=12	3.9167	0.38	8.10	0.715
Coop and career interest	travel	N=7	3.8571			
	vs. nutrition	N=12	3.5833	0.55	11.95	0.591
Location	travel	N=7	3.7143			
	vs. nutrition	N=12	4.1667	-1.01	12.53	0.334
Housing	travel	N=7	3.5714			
	vs. nutrition	N=11	4.2727	-1.22	14.05	0.243
Pay	travel	N=7	3.2857			
	vs. nutrition	N=12	3.6667	-1.05	13.01	0.314
Job search preparation	travel	N=6	2.8333			
	vs. nutrition	N=12	1.9167	1.56	6.84	0.165
Coop coordinator	travel	N=6	3.3333			
	vs. nutrition	N=11	2.2727	1.97	11.03	0.074*

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 38

Detail summary of student satisfaction rating by travel vs. nutrition in 1994

<u>Category</u>		<u>sample size</u>	<u>mean</u>	<u>t-value</u>	<u>df</u>	<u>p-value</u>
Job responsibility	travel	N=10	3.5000			
	vs. nutrition	N=1	1.0000	-	0.00	-
Coop and career interest	travel	N=10	3.2000			
	vs. nutrition	N=1	3.0000	-	0.00	-
Location	travel	N=10	3.8000			
	vs. nutrition	N=1	-	-	0.00	-
Housing	travel	N=10	5.3000			
	vs. nutrition	N=1	-	-	0.00	-
Pay	travel	N=10	2.8000			
	vs. nutrition	N=1	-	-	0.00	-
Job search preparation	travel	N=10	4.1000			
	vs. nutrition	N=1	1.0000	-	0.00	-
Coop coordinator	travel	N=10	4.8000			
	vs. nutrition	N=1	1.0000	-	0.00	-

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 39

Detail summary of student satisfaction rating by travel vs. nutrition in 1995

Category		sample size	mean	t-value	df	p-value
Job responsibility	travel	N=11	3.4545			
	vs. nutrition	N=16	4.0000	-1.42	19.47	0.171
Coop and career interest	travel	N=11	3.3636			
	vs. nutrition	N=16	3.6875	-0.70	15.62	0.496
Location	travel	N=11	4.0000			
	vs. nutrition	N=15	4.0000	0.00	23.47	1.000
Housing	travel	N=5	3.0000			
	vs. nutrition	N=4	4.0000	-0.17	4.96	0.870
Pay	travel	N=11	2.7273			
	vs. nutrition	N=16	3.2500	-1.17	19.99	0.256
Job search preparation	travel	N=9	3.3333			
	vs. nutrition	N=10	3.1000	0.44	11.77	0.665
Coop coordinator	travel	N=8	4.1250			
	vs. nutrition	N=12	3.6667	1.01	16.59	0.329

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 40

Detail summary of employers' evaluation of student performance by 1993 vs. 1994

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	1993	N=87	4.3333			
	vs. 1994	N=37	4.4054	-0.56	86.77	0.577
Volume and rate	1993	N=87	4.2989			
	vs. 1994	N=37	4.1351	1.17	68.31	0.247
Competence	1993	N=87	4.2644			
	vs. 1994	N=37	4.2432	0.17	85.12	0.868
Ability to learn	1993	N=87	4.4138			
	vs. 1994	N=37	4.3784	0.29	92.89	0.770
Initiative	1993	N=87	4.1494			
	vs. 1994	N=37	4.0811	0.43	71.75	0.668
Reliability	1993	N=87	4.4943			
	vs. 1994	N=37	4.4324	0.37	65.60	0.715
Judgement	1993	N=87	4.2529			
	vs. 1994	N=37	4.3514	-0.72	75.05	0.475
Attitude	1993	N=87	4.5402			
	vs. 1994	N=37	4.4865	0.37	61.05	0.714
Relations	1993	N=87	4.5402			
	vs. 1994	N=37	4.4865	0.39	62.25	0.701
Communication	1993	N=87	4.2989			
	vs. 1994	N=37	4.1892	0.93	98.19	0.356
Overall performance	1993	N=87	4.4598			
	vs. 1994	N=37	4.4324	0.22	76.03	0.825

*p <= 0.1

**p <= 0.05

***p <= 0.01

****p <= 0.001

Table 41

Detail summary of employers' evaluation of student performance by 1993 vs. 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	1993	N=87	4.3333			
	vs. 1995	N=90	4.3889	-0.50	171.88	0.617
Volume and rate	1993	N=87	4.2989			
	vs. 1995	N=90	4.2444	0.49	174.95	0.623
Competence	1993	N=87	4.2644			
	vs. 1995	N=90	4.2333	0.28	173.17	0.778
Ability to learn	1993	N=87	4.4138			
	vs. 1995	N=90	4.4444	-0.29	168.19	0.771
Initiative	1993	N=87	4.1494			
	vs. 1995	N=90	4.0889	0.48	174.57	0.631
Reliability	1993	N=87	4.4943			
	vs. 1995	N=90	4.4444	0.42	170.77	0.674
Judgement	1993	N=87	4.2529			
	vs. 1995	N=90	4.1778	0.67	174.66	0.505
Attitude	1993	N=87	4.5402			
	vs. 1995	N=90	4.4333	0.99	174.24	0.321
Relations	1993	N=87	4.5402			
	vs. 1995	N=90	4.3222	2.06	173.68	0.041
Communication	1993	N=87	4.2989			
	vs. 1995	N=90	4.1667	1.16	174.59	0.248
Overall performance	1993	N=87	4.4598			
	vs. 1995	N=90	4.3444	1.15	174.20	0.252

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

Table 42

Detail summary of employers' evaluation of student performance by 1994 vs. 1995

Category		sample size	mean	t-value	df	p-value
Accurate and thorough	1994	N=37	4.4054			
	vs. 1995	N=90	4.3889	0.13	77.64	0.893
Volume and rate	1994	N=37	4.1351			
	vs. 1995	N=90	4.2444	-0.77	70.64	0.443
Competence	1994	N=37	4.2432			
	vs. 1995	N=90	4.2333	0.08	78.60	0.936
Ability to learn	1994	N=37	4.3784			
	vs. 1995	N=90	4.4444	-0.59	77.94	0.557
Initiative	1994	N=37	4.0811			
	vs. 1995	N=90	4.0889	-0.05	69.80	0.961
Reliability	1994	N=37	4.4324			
	vs. 1995	N=90	4.4444	-0.07	58.41	0.941
Judgement	1994	N=37	4.3514			
	vs. 1995	N=90	4.1778	1.28	73.38	0.206
Attitude	1994	N=37	4.4865			
	vs. 1995	N=90	4.4333	0.36	65.89	0.722
Relations	1994	N=37	4.4865			
	vs. 1995	N=90	4.3222	1.14	68.43	0.257
Communication	1994	N=37	4.1892			
	vs. 1995	N=90	4.1667	0.19	96.27	0.847
Overall performance	1994	N=37	4.4324			
	vs. 1995	N=90	4.3444	0.73	72.65	0.469

*p <= 0.1

***p <= 0.01

**p <= 0.05

****p <= 0.001

APPENDIX B:
RIT' s survey forms



Rochester Institute of Technology
Office of Cooperative Education & Placement

Bausch & Lomb Center
57 Lomb Memorial Drive
Rochester, New York 14623-5603
Tel: 716-475-2301 Tel: 716-475-6901
Fax: 716-475-5476

EMPLOYER'S EVALUATION OF COOPERATIVE EDUCATION STUDENT

EMPLOYER:

TO MEET GRADING REQUIREMENTS PLEASE RETURN TO RIT BY:

STUDENT'S NAME

MAJOR

GRAD. YEAR

WORK PERIOD

Dept. assigned to: _____ Work Dates: _____ to _____

Student's Title: _____ Hours per week: _____ Wage Rate \$ _____ per _____

Responsibilities: _____

For each category, mark (✓) the rating level that most closely represents the student's performance. Please comment where possible.

CATEGORY	EXCELLENT	VERY GOOD	AVERAGE	MARGINAL	POOR	COMMENTS
QUALITY OF WORK: Accuracy, thoroughness						
QUANTITY OF WORK: Volume, pace and effort				✓		
COMPETENCE: Applies experience and training						
ABILITY TO LEARN: Grasps and retains new skills and concepts						
INITIATIVE: Originates ideas and seeks new responsibilities						
RELIABILITY: Dependable, conscientious; punctuality, attendance						
JUDGEMENT: Reasoning ability and common sense						
ATTITUDE: Willingness to accept instructions, assignments						
PERSONAL RELATIONS: Ability to work effectively with others						
COMMUNICATION SKILLS: Written and verbal						
OVERALL PERFORMANCE:						

Technical/Professional Preparation:

Strengths:

Recommended areas for improvement:

Any additional comments:

Has this evaluation been reviewed with the student? ☐ yes ☐ no

Evaluator Name (Please print above)

Title

Date

Signature

Evaluator Address (if different from address printed above)

Telephone #

GIVE ONE YELLOW SHEET TO STUDENT AND RETAIN THE OTHER. RETURN WHITE SHEETS TO RIT. THANK YOU!

**Rochester Institute of Technology
School of Food, Hotel, and Travel Management**

: Cooperative Education Work Experience Report

Instructions: 1. Answer all questions. Attach additional pages if needed.
2. Submit completed form to your co-op coordinator within two weeks of your return to school.

Name _____ Today's Date _____

Major (circle) ISMH ISMF ISMT ISMA ISMD ISMM

Quarter(s) Worked (circle) F W SP SU School Year 9__ / 9__

Company Name _____

Supervisor _____

Quarters with this company _____ Pay per hour \$ _____

Briefly describe your co-op job and major achievements in the job:

How did this co-op position contribute to your professional development and knowledge of your career field?

Did you encounter any difficulties in this co-op experience? Please explain.

Satisfaction Rating:

In order for us to continually improve our service to you, please rate each area below and include comments and suggestions.

1 Very Dissatisfied. Did not meet my expectations.	2	3 Satisfied. Basically met my expectations.	4	5 Very Satisfied. Exceeded my expectations.	NR No Rating. I did not use this service.
---	---	--	---	--	--

	Rating (circle one)	Comments
1. My co-op job responsibilities and tasks:	1 2 3 4 5 NR	
2. The relationship of my co-op job to my career interests:	1 2 3 4 5 NR	
3. The geographic location of my co-op job:	1 2 3 4 5 NR	
4. Housing arrangements during my co-op job:	1 2 3 4 5 NR	
5. My co-op wages:	1 2 3 4 5 NR	
6. Job search preparation provided through Co-op and Placement workshops and materials:	1 2 3 4 5 NR	
7. Assistance from my co-op coordinator:	1 2 3 4 5 NR	

I obtained my co-op position in the following manner: (Check the appropriate box)

The job was listed in the Co-op and Placement Office:
(Either in the job listings or on the interview calendar)

☐

The job was not directly listed in the Co-op and Placement Office, but I used the Co-op and Placement Office for help in doing my job search (help with my resume, leads from directories, advice from my coordinator, etc.)

☐

The job was referred to me by a faculty member.

☐

Other: I did not use any services in the Co-op and Placement Office and did not get help from a faculty member. Please describe how you obtained your co-op job: _____

☐

Please feel free to attach an additional page if you would like to comment further on your co-op experience or services of the Co-op and Placement Office.

Student Signature _____

Coordinator Signature _____ Date _____

Office Use: signed original to F. deNormand _____ copy to co-op folder _____

APPENDIX C:
SPSS Program

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UNNUMBERED
SET WIDTH=80
TITLE FHT COOP EVALUATIONS
FILE HANDLE COOPREV/NAME='COOPREV.DAT'
DATA LIST FILE=COOPREV/
    VAR01 1 VAR02 2 VAR03 3-6 VAR04 7-8 VAR05 9 VAR06 10 VAR07 11 VAR08 12 VAR09 13
VAR10 14 VAR11 15 VAR12 16 VAR13 17 VAR14 18 VAR15 19 VAR16 20 VAR17 21 VAR18 22 VAR19
23 VAR20 24 VAR21 25 VAR22 26 VAR23 27 VAR24 28 VAR25 29 VAR26 30 VAR27 31-32 VAR28 33
VAR29 34 VAR30 35

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VARIABLE LABELS VAR01 'SEX'
    VAR02 'MAJOR'
    VAR03 'GRAD YEAR'
    VAR04 'QUARTER WORKED'
    VAR05 'COMPANY TYPE'
    VAR06 'WAGES'
    VAR07 'ACCURATE AND THOROUGH'
    VAR08 'VOLUME AND RATE'
    VAR09 'COMPETENCE'
    VAR10 'ABILITY TO LEARN'
    VAR11 'INITIATIVE'
    VAR12 'RELIABILITY'
    VAR13 'JUDGEMENT'
    VAR14 'ATTITUDE'
    VAR15 'RELATIONS'
    VAR16 'COMMUNICATION'
    VAR17 'OVERALL PERFORMANCE'
    VAR18 'SEX OF EVALUATOR'
    VAR19 'JOB RESPONSIBILITY'
    VAR20 'COOP AND CAREER INTEREST'
    VAR21 'LOCATION'
    VAR22 'HOUSING'
    VAR23 'PAY'
    VAR24 'JOB SEARCH PREPARATION'
    VAR25 'COOP COORDINATOR'
    VAR26 'HOW OBTAINED COOP'
    VAR27 'LOCATION OF EMPLOYMENT'
    VAR28 'EMPLOYER COMMENT SECTION FILLED OUT'
    VAR29 'STUDENT COMMENT SECTION FILLED OUT'
    VAR30 'STUDENT DIFFICULTIES'
    VAR31 'YEAR OF STUDY'

```

```

RECODE VAR07 TO VAR17 (1=5) (2=4) (4=2) (5=1)

```

```

VALUE LABELS VAR01 1'MALE' 2'FEMALE'/
    VAR02 1'FOOD' 2'HOTL' 3'TRAVEL' 4'NUTRITION'/
    VAR03 1'YEAR'/
    VAR04 1'SUMMER' 2'FALL' 3'WINTER' 4'SPRING' 5'DOUBLE BLOCK'/
    VAR05 1'HOTEL' 2'FOOD' 3'TRAVEL' 4'OTHER'/
    VAR06 1'LESS THAN $3' 2'$3-$4.99' 3'$5-$6.99' 4'$7-$8.99' 5'$9-$10.99'
6'MORE THAN $11'/
    VAR07 TO VAR17 1'EXCELLENT' 2'VERY GOOD' 3'AVERAGE' 4'MARGINAL'
5'POOR'/
    VAR18 1'MALE' 2'FEMALE'/

```

VAR19 TO VAR25 1'VERY DISSATISFIED' 2'SOMEWHAT DISSATISFIED' 3'SATISFIED'
 4'SOMEWHAT SATISFIED' 5'VERY SATISFIED' 6'NO RATING'/
 VAR26 1'COOP OFFICE' 2'COOP OFFICE SERVICES' 3'FACULTY' 4'MY OWN'/
 VAR27 1'AK' 2'AL' 3'AR' 4'AZ' 5'CA' 6'CO' 7'CT' 8'DC' 9'DE' 10'FL' 11'GA' 12'HI' 13'IA'
 14>ID' 15'IL' 16'IN' 17'KS' 18'KY' 19'LA' 20'MA' 21'MD' 22'ME' 23'MI' 24'MN' 25'MO' 26'MS'
 27'MT' 28'NC' 29'ND' 30'NE' 31'NH' 32'NJ' 33'NM' 34'NV' 35'NY' 36'OH' 37'OK' 38'OR' 39'RI'
 40'SC' 41'SD' 42'TN' 43'TX' 44'UT' 45'VA' 46'VE' 47'WA' 48'WI' 49'WV' 50'WY' 51'CANADA'
 52'INTERNATIONAL'/
 VAR28 TO VAR30 1'YES' 2'NO'/
 VAR31 1'1993' 2'1994' 3'1995' 4'1996' 5'1997'/

TEMPORARY
 SELECT IF (VAR31=1)
 T-TEST GROUPS=VAR01(1,2)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
 SELECT IF (VAR31=1)
 T-TEST GROUPS=VAR01(1,2)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
 SELECT IF (VAR31=2)
 T-TEST GROUPS=VAR01(1,2)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
 SELECT IF (VAR31=2)
 T-TEST GROUPS=VAR01(1,2)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
 SELECT IF (VAR31=3)
 T-TEST GROUPS=VAR01(1,2)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
 SELECT IF (VAR31=3)
 T-TEST GROUPS=VAR01(1,2)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
 SELECT IF (VAR31=1)
 T-TEST GROUPS=VAR02(1,2)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
 SELECT IF (VAR31=1)
 T-TEST GROUPS=VAR02(1,2)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
 SELECT IF (VAR31=2)
 T-TEST GROUPS=VAR02(1,2)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
 SELECT IF (VAR31=2)
 T-TEST GROUPS=VAR02(1,2)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
 SELECT IF (VAR31=3)
 T-TEST GROUPS=VAR02(1,2)/VARIABLE=VAR 07TO VAR17/

```

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(1,2)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(1,3)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(1,3)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(1,3)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(1,3)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(1,3)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(1,3)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(1,4)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(1,4)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(1,4)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(1,4)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(1,4)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(1,4)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY

```



```

SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(2,3)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(2,3)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(2,3)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(2,3)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(2,3)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(2,3)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(3,4)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR02(3,4)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(3,4)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR02(3,4)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(3,4)/VARIABLE=VAR 07TO VAR17/

TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR02(3,4)/VARIABLE=VAR 19 TO VAR25/

TEMPORARY
SELECT IF (VAR31=1)
T-TEST GROUPS=VAR18(1,2)/VARIABLE=VAR07 TO VAR17/

TEMPORARY
SELECT IF (VAR31=2)
T-TEST GROUPS=VAR18(1,2)/VARIABLE=VAR 07TO VAR17/

```

```
TEMPORARY
SELECT IF (VAR31=3)
T-TEST GROUPS=VAR18(1,2)/VARIABLE=VAR 07TO VAR17/

FREQUENCIES VARIABLES=VAR01 TO VAR30/
    STATISTICS=ALL
FILE HANDLE COOPREV/NAME='COOPREV.OUT'
FINISH
```

APPENDIX D:
SPSS Data

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 2419951 43111111111111245354224351111
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 2319951 4222223221122254433332351121
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 23 1 231111111111112553542313511 1
 2319941 3211121211121154352551351111
 2319941 1332333333333123333 4521111
 2319941 13111111111111254524123341111
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 1119935 1512121121211134455324321111
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 1119961 21111131111111212431334101111
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